New Brunswick

REPORT CARD 2003

Anglophone School Districts

Department of Education

Evaluation Branch

New Brunswick

New Brunswick Anglophone School Districts (2003)

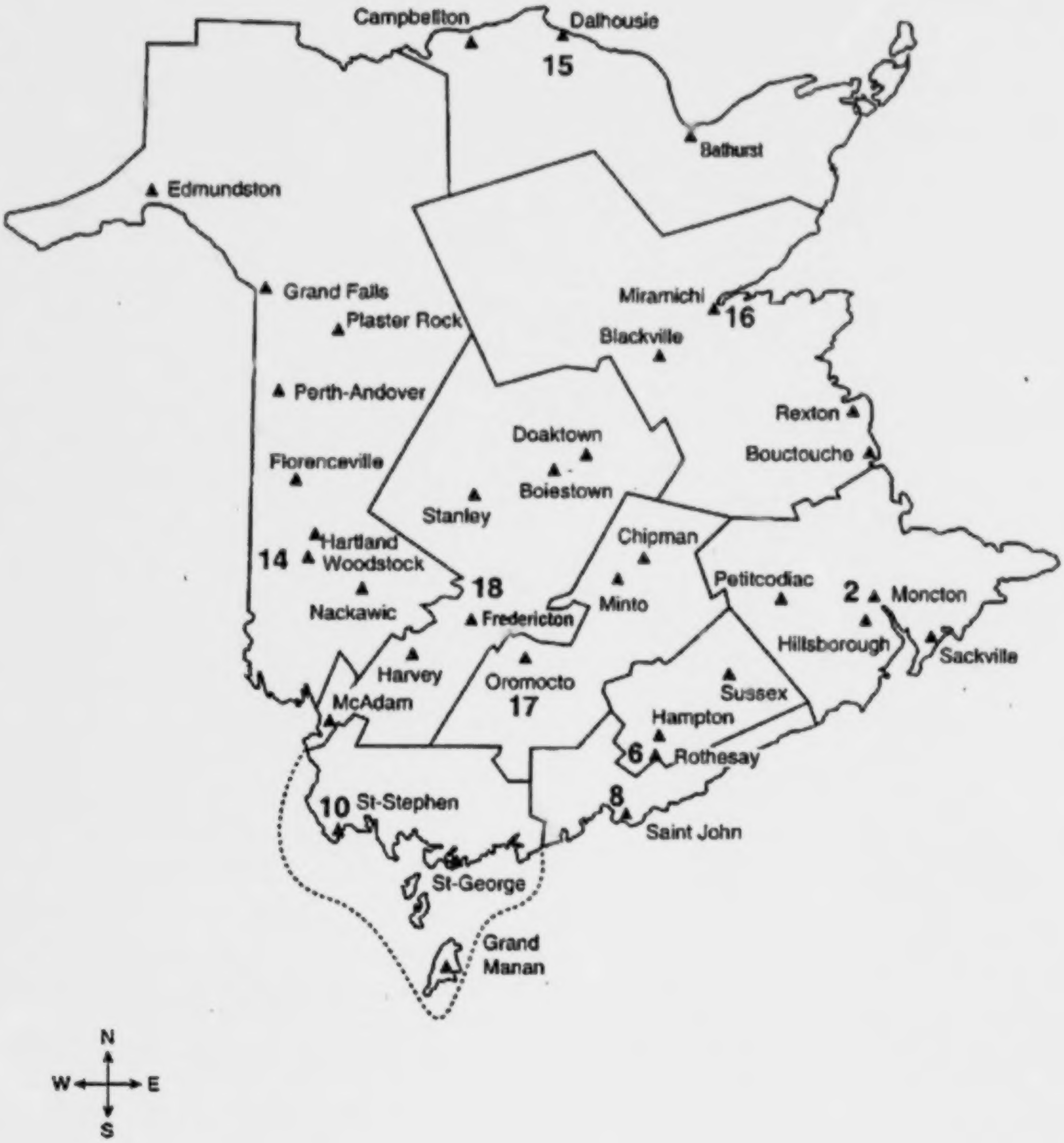

Campbellton
Dalhousie
15
Bathurst
Edmundston
Grand Falls
Plaster Rock
Miramichi
16
Blackville
Perth-Andover
Rexton
Doaktown
Bouctouche
Florenceville
Boiestown
Stanley
Hartland
Chipman
14
Woodstock
18
Petitcodiac
2
Moncton
Minto
Nackawic
Fredericton
Hillsborough
Sackville
Harvey
Oromocto
Sussex
McAdam
17
Hampton
6
Rothesay
10
St-Stephen
8
Saint John
St-George
Grand
Manan
N
W
E
S

Table of Contents

1. Executive Summary ii
2. Preface v
3. Principles Guiding the Work of the Evaluation Branch 1
4. Some Questions and Answers 3
5. Grade 11 Provincial Examinations
   - Background and Findings 6
   - Charts: Grade 11 Mathematics and English Results by School 8
6. Grade 12 French Second Language Oral Proficiency Evaluation
   - Background, Findings and Comments 16
   - Charts: Grade 12 FSL Results by School 18
   - Charts: District Results by Program Goal 24
7. Middle Level English Language Proficiency Assessment
   - Background and Findings 28
   - Charts and Graphs 29
8. Middle Level Mathematics Assessment
   - Background and Findings 37
   - Charts and Graphs 38
9. Assessment at Grade 3
   - Background and Findings 46
   - Charts and Graphs 47
10. Assessment at Grade 5
    - Background and Findings 59
    - Charts and Graphs 60
11. FSL Assessment at Grade 6
    - Background and Findings 74
    - Charts and Graphs 75
12. Appendix A: Technical Issues 79
    Technical Issue I: Confidence in Assessment Results 80
    Technical Issue II: Elementary Expectations Setting 82
    Technical Issue III: Participation Rates 84
    Technical Issue IV: Results by Gender and Program 96
13. Appendix B: Achievement Trends 107
14. Appendix C: Marking Criteria and the New Brunswick Oral Proficiency Scale 113

EXECUTIVE SUMMARY
Report Card 2003

Report Card is an annual review of student achievement in New Brunswick's anglophone school districts as measured by results on provincial examinations/assessments. The data contained in this document summarize and describe what students at various grade levels know and are able to do. Report Card 2003 helps fulfill the Department of Education's continuing commitment to keep the public well informed about important aspects of the education system.

It is helpful to keep in mind that the school assessments described in Report Card 2003 serve different purposes.

The Provincial Assessment at Grade 3 focuses on student attainment of the prescribed curricula in reading, writing, and mathematics; the Grade 5 assessment looks at reading, writing, mathematics and science. While these assessments do not yield results for individual students, they do provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment, administered at the end of grade 8, tests student attainment of the prescribed curriculum in mathematics and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 11 Provincial Examinations in mathematics and English are specific to given courses and are deemed exit assessments. They count for 30 per cent of a student's final course mark. They can provide reliable diagnostic information at the school level but not for individual students.

The French Second Language Assessment conducted at grade six is a school-level measure of reading and writing proficiency. The grade 12 French Second Language Oral Proficiency Evaluation provides students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

How Our Students Achieved Overall

SENIOR HIGH SCHOOL ASSESSMENTS	2002-2003	2001-2002
Grade 11 Mathematics: 111/112 average mark on PE	63	62
Grade 11 Mathematics: 113 average mark on PE	55	59
Grade 11 English: 111/112 average mark on PE	70	65
Grade 11 English: 113 average mark on PE	55	58
Grade 12 FSL Oral Proficiency:		
Core French students, % at Basic Plus or higher	59	64
Late Immersion students, % at Intermediate or higher	92	95
Early Immersion students, % at Intermediate Plus or higher	79	81

MIDDLE LEVEL ASSESSMENTS	2002-2003	2001-2002
English Language Proficiency: % Successful	73	71
Reading – selected response	69	70
Reading – constructed response	72	69
Demand Writing	81	81
Process Writing	85	85
Mathematics: % Successful	62	60

ELEMENTARY LEVEL ASSESSMENTS	2002-2003	2001-2002
Grade 3: % of schools at or above expected level of performance		
Mathematics	78	79
English Reading	95	94
French Immersion Reading	81	92
Grade 3: % of students at or above acceptable level of performance - Writing	47	--
Grade 5: % of schools at or above expected level of performance		
Mathematics	74	74
Science	72	79
Reading	94	96
Grade 5: % of students at or above acceptable level of performance		
Writing	47	--
Writing I		49
Writing II		58
Grade 6 French Second Language for Early Immersion: % of students at or above acceptable level of performance		
Reading	67	66
Writing	69	77

High School

The average Provincial Examination score for Mathematics 111/112 was 63% this year, compared to 62% previously. New high school mathematics curricula were introduced in September 2002, with a view to strengthening student achievement.

Average achievement of grade 11 students on the English 111/112 Provincial Examination reached a five year low of 53% in 2000-2001, revealing a wide difference between school and PE scores. Following measures by the Department of Education to clarify curriculum outcomes and to ensure greater consistency in assessing and reporting performance, the average rose to 70% this year, considerably narrowing the gap between school and PE marks.

Middle Level

The success rate on the Middle Level English Language Proficiency Assessment was 73% this year, up 2% from previously. Achievement on the reading components as usual was lower than for writing, underscoring the ongoing need to clarify and communicate literacy standards to the education community.

The Middle Level Mathematics Assessment success rate rose to 62% this year with continuation of a provincial mentorship initiative focussing on instructional methodology and assistance to classroom teachers in improving delivery of the mathematics curriculum.

Elementary Level

Expectations for the elementary assessments were consistent with those established in 2001-2002. On the Provincial Assessment at Grade 3, percentages of schools meeting or exceeding expectation levels in mathematics and English reading were much the same as those in the previous year, while there was some decline in French Immersion reading. Results for Grade 5 mathematics and reading were also similar to last year's, with the percentage of schools at or above expectations going down slightly in science. Achievement in writing for both Grade 3 and Grade 5 was not strong, accentuating the need to articulate literacy standards.

A Cautionary Note

When looking at assessment results, it is not always as easy as it may appear to detect any real change in student achievement over time. Caution is required in attempting to establish trends because there is limited evidence as to whether variation from year to year is linked to actual student achievement or to such factors as variation in the ability of students taking the assessment, measurement error, or fluctuation in the standards of the examinations. In addition, the questions that comprise provincial assessments must change in order to maintain alignment with the curriculum as it too is changed to meet the needs of students; without being able to repeat questions, monitoring achievement in the long-term is challenging.

PREFACE

The format of Report Card 2003 will parallel that of recent years.

Results of provincial examinations/assessments will be shown for all schools. These data summarize and describe the skills and knowledge students are expected to learn and represent the Department of Education's continuing commitment to keep the public well informed about aspects of the education system deemed important to them.

The Nature of the Assessment Programs

It is important to keep in mind that no single assessment, administered at a single point in time, can offer a comprehensive view of a student's strengths and weaknesses. The amount of time allocated to testing precludes obtaining fine-level information about any individual student. Provincial assessments are not intended to be used for program evaluation; nor will they provide prescriptive diagnostic information about students' instructional needs. These assessments best function as a reasonable and cost effective gauge of an individual student's or school's overall achievement and as a broad indicator of the educational system's general health.

It is also helpful to remember tnat the school assessments described in Report Card 2003 serve different purposes.

The Provincial Assessment at Grade 3 focuses on student attainment of the prescribed curriculum in the areas of reading, writing and mathematics; the Grade 5 assessment looks at reading, writing, mathematics and science. While these assessments do not yield results for individual students, they provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment, administered at the end of grade 8, tests student attainment of the prescribed curriculum in mathematics and since it is narrower in focus, it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion (students have several opportunities to re-write, if not initially successful) became a requirement for graduation in June, 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 11 Provincial Examinations in mathematics and English are specific to given courses and are deemed exit assessments. They count for thirty percent of a student's final course mark. They can provide reliable diagnostic information at the school level but not for individual students.

The French Second Language Assessment conducted at grade six is a school-level measure of reading and writing proficiency. The grade 12 French Second Language Oral Proficiency Evaluation does provide students with individual results which indicate the degree to which they can use the language effectively and appropriately in real-life situations.

Reporting Assessments Results

Because provincial assessments serve different purposes, they are reported in ways designed to support those purposes. This next section will explain how they have been summarized for Report Card 2003.

Grade 3 and Grade 5

Since the grade 3 and grade 5 assessments are concerned with school performance, rather than individual students, school results are determined through a procedure called expectations setting. It is a well established method of attempting to deal with the question of "How good is good enough?" and is explained fully in Appendix A.

Middle Level, and the Grade 6 and Grade 12 French Second Language Assessments

The middle level literacy and mathematics assessments as well as the grade 6 and grade 12 French Second Language assessments report individual student achievement on a descriptive scale that ranges from *Weak* to *Superior* (or *Novice* to *Superior* for the FSL oral test).

Terms such as *Superior, Weak* or *Marginal* do not indicate exact points on a performance scale; rather, they represent a range of achievement (skills, knowledge and abilities). Students whose work is categorized as *Acceptable* have demonstrated the appropriate skills, knowledge and abilities at a particular point in their schooling. Students who have not demonstrated the grade level appropriate achievement are categorized into either the *Weak* or *Marginal* levels, while those whose work exceeds *Acceptable* are classified into either the *Competent* or *Superior* categories.

However, it is important to understand that performance deemed *acceptable* at one grade will not be *acceptable* at another grade. For example, the skills and abilities needed to achieve *acceptable* in reading at grade 8 are at a higher level than the skills and abilities required to achieve *acceptable* in reading at the grade 5 level.

Test results reported in this fashion make it easier for teachers, administrators and policy-makers to identify students' weaknesses in order to foster improvement. Reporting in this manner is standard practice in many educational jurisdictions and for the Pan-Canadian School Achievement Indicators Program (SAIP).

The Grade 11 Provincial Examinations

All the results reported for the Grade 11 Provincial Examinations in English Language Arts and Mathematics are in percentages. Since these examinations account for 30% of students' final marks in given grade 11 courses, they are reported in a manner that allows them to be readily combined with their school grades.

English as a Second Language for High School Students in China

Students at the Concord Colleges of Sino Canada in Beijing and Shenzhen, China follow the New Brunswick curriculum and are eligible to earn a New Brunswick high school diploma providing they demonstrate an acceptable level of performance on a compulsory assessment of English as a second language. The Evaluation Branch has developed and validated measures of reading, writing, listening and speaking for that purpose. Students who are unsuccessful on their first attempt can repeat the assessment the next year. The overall success rate for students at Beijing school for the 2002-2003 school years was again above 85 percent. It was the first year that the assessment was administered to students at the Shenzhen school.

School Achievement Indicators Program (SAIP)

The results of the 2002 SAIP Writing Assessment, a pan-Canadian test of the writing skills of 13-and 15-year-olds were released last February and showed the performance of New Brunswick 15-year olds to be comparable to the performance of other 15-year-olds across Canada. The writing performance of New Brunswick 13-year-olds was below the writing performance of 13-year-olds in other parts of Canada. A full description of the 2002 SAIP Writing Assessment can be found on Council of Ministers of Education, Canada website http://www.cmec.ca/saip/scribe3/indexe.stm.

A Note on Comparisons

When looking at assessment results, it is not always as easy as it appears to detect any real change in student achievement over time. Caution is required in attempting to establish trends because there is limited evidence as to whether variation from year to year is linked to actual student achievement or to such factors as variation in the ability of students taking the assessment, measurement error, or fluctuation in the standards of the examinations. In addition, the questions that comprise provincial assessments must change in order to maintain alignment with the curriculum as it too is changed to meet the needs of students; without being able to repeat questions, monitoring achievement in the long-term is challenging.

Technical Information

For the second time, Report Card 2003 shows participation rates for provincial assessments at the middle level and grades 3 and 5. (See Appendix A.) The average student participation rate remains above 95% on all provincial assessments. The data also shows that exemptions are fairly uniform across schools and all but a very small number of students in the public schools do write assessments. As well, Report Card 2003 shows comparisons among districts by gender for all provincial assessments and in some instances by language of instruction. (See Appendix A.) The comparisons are shown as bar graphs with the results expressed as standard scores with the provincial average set to zero and the standard deviation (a measure of the spread of scores around the average) set as 1.00.

Cary Grobe

Cary Grobe, Ed.D
Director of Evaluation

PRINCIPLES GUIDING THE WORK OF THE EVALUATION BRANCH*

Regardless of the method or frequency of delivery, the following key principles guide the Branch's work in developing assessments and examinations, so as to ensure that high expectations for student learning in New Brunswick are established and reflected in the examinations/tests.

1. **All written material (bulletins, examinations/tests, results, reports, correspondence) developed by the Evaluation Branch must stand up to scrutiny.**

   This implies that considerable effort must be expended to ensure that quality control is maintained, i.e., editorial consistency, accuracy, and appropriateness to the purpose of the communication.

   Infrastructure

   - Assessments must be delivered in a systematic way.
   - Assessments must be cost effective.
   - Assessments are developed and processed in a healthy work environment, where adequate and appropriate human and physical resources and time are provided.

2. **Assessments and examinations must be seen to be valid instruments by students, teachers, school jurisdiction personnel, and by the Department of Education.**

   This implies that item development, field testing, criteria development and expectation setting involve teachers from different parts of the province to ensure that decisions are not based on one individual's or one jurisdiction's interpretation of the programs of study.

   Quality of Content

   - Provincial assessments are an integral part of improving student learning and must be aligned with curriculum outcomes.
   - Assessments must measure learning as accurately as possible. Evaluation of written work is an important source of information about student achievement.

   Technical Quality

   - Examinations and assessments produced by the Evaluation Branch must be of high technical quality and incorporate best psychometric processes.
   - All forms of an examination in a subject administered within a given school year (i.e., Grade 11 Provincial Examinations) must be built to the same specifications, be parallel, and be as equivalent as possible.
   - Reliability of examinations/tests requires careful attention to the selection of test items.
   - Reporting must be clear, accurate, and timely, and must contribute to the improvement of instruction and public accountability; this refers to both aggregate and individual results.

---

* Based on a model from Alberta Learning

3. **To reassure students, the profession, and the public at large, the Evaluation Branch must communicate openly during the examination development and expectation setting phases because students and quality of education overall are affected by the examinations built.**

Teacher Involvement

- Teacher support for the programs must be maintained through ongoing teacher input and involvement in all phases of the process, including development, technical review, validation, and scoring.

Fairness/Consistency

- Students and their learning are of utmost importance.
- Fairness and consistency of standards for all students must be maintained; this includes requiring evidence of course completion before final results can be determined (e.g., school-awarded mark for grade 11 examinations).
- Public acceptance of the programs must be maintained through transparent processes including external reviews.

Validity

- Security of examination/test administrations must be maintained to ensure validity and reliability of the results.
- Quality and currency are maintained through release of test items, scoring rubrics and external advisors' reports to the field.

Accessibility

- Student accessibility to examinations/tests must be maintained through the provision of French translations and special formats and accommodations.
- Examinations and tests, both in their format and administration, should incorporate the style and the tools that are typically used in the particular discipline, including calculators, dictionaries, thesauruses, formula sheets, and data tables.

These requirements should be seen as the criteria or screen through which all work is evaluated.

SOME QUESTIONS AND ANSWERS

Q. **What is Report Card?**

A. Report Card is an annual report that gives New Brunswickers a summary of student achievement in anglophone school districts as measured by our student assessment programs. This is the ninth year that Report Card has been issued. Although a similar document is produced for francophone school districts, it is important to note that the test results shown in the two documents are not directly comparable, since both curriculum and evaluation methods differ between sectors. Report Card includes results of provincial assessments by district and by school, and helps us ensure that our education system is accountable by informing parents and the public at large about the testing program.

Q. **How did our students do overall?**

A. Assessment results for the past several years have shown that New Brunswick high school students in grade 11 perform better in English than in mathematics. Results of the Middle Level English Language Proficiency Assessment show 73% of grade 8 students reaching an acceptable standard.

Generally, girls tend to do better than boys, particularly on the Middle Level English Language Proficiency Assessment, where 78% of girls reached the standard compared to 67% of boys. This does not apply to the Middle Level Mathematics Assessment, in which 59% of the girls and 64% of the boys achieved the acceptable level or higher.

On the basis of language of instruction, students in the Intermediate French Immersion program were once again the most successful on the Middle Level English Language Proficiency Assessment, followed closely by those in Early Immersion, then by those in the regular English program. On the Middle Level Mathematics Assessments, Intermediate and Early Immersion students performed equally well and considerably better than those in the regular English program.

By their last year in public school, students in Early Immersion tend to demonstrate a higher level of French oral proficiency than those in the Intermediate Immersion and Core French programs.

Q. **Are there any limitations I should keep in mind when interpreting results?**

A. Test scores, like financial indicators, fluctuate, and, as in the financial world, it is more important to watch for improvement over time than to focus upon year to year variations.

It should also be remembered that provincial test scores are just one of many elements to be considered in judging a district's or a school's overall success. It is important to keep in mind that numerous factors may influence district or school test performance, including social characteristics, economic conditions, and language differences.

Q. **What was tested?**

A. At the elementary level, grade 3 students were assessed in reading, writing, and mathematics; grade 5 students were assessed in reading, writing, mathematics, and science. French Immersion students in grade 6 wrote a French reading and writing assessment. At the middle level, students' English language and mathematical skills were assessed. At the high school level, students wrote provincial examinations in mathematics and English (grade 11); and French oral proficiency was assessed for those enrolled in a grade 12 French course or a subject course taught in French. All tests and assessments were administered during the 2002-2003 school year.

Q. **Who was tested?**

A. The entire student population was tested at given grades and for specific courses (see above). It should be noted that there are two forms of the Provincial Examination in each English and mathematics, one for the 111/112 course and another for 113. The exemption rate (the percentage of students excused from writing) was five percent for the elementary assessments, three percent for the Middle Level English Language Proficiency Assessment and about five percent for Middle Level Mathematics. Exemptions and 'did not writes' tend to be somewhat higher for some of the high school exams.

Q. **What occurs as a result of provincial testing?**

A. Provincial and district follow-up strategies are developed to improve achievement, particularly in literacy and numeracy. In addition, the results of provincial assessments are used by individual schools in the development of their School Improvement Plans. Principals, in cooperation with the Parent School Support Committees, review school results and plan together to find ways to improve teaching and learning.

Q. **Where can I get more information?**

A. For more information, contact your School District office or the Evaluation Branch of the Department of Education. If you wish to discuss your own child's performance, please contact the school concerned.

HIGH SCHOOL RESULTS

PROVINCIAL EXAMINATIONS

FRENCH SECOND LANGUAGE ORAL PROFICIENCY ASSESSMENT

Grade 11 Provincial Examinations

Background

At the high school level, provincial examinations are administered at the end of grade 11 English and mathematics courses. Examination items are developed and/or reviewed by New Brunswick educators, and the examinations are designed by committees led by Department staff and approved by external advisors from the University of New Brunswick English and Mathematics Departments. Provincial examinations are marked by teachers in a central location. Students' marks count for 30% of their final course grade with the remaining 70% based on teacher assessment. The pass mark for courses in all anglophone high schools is 60%.

There are two examination forms in both mathematics and English: one for the 111/112 courses and one for 113 courses. The examinations are administered at the end of each semester (i.e. in mid January and early June). They are also offered to grade 11 summer school and correspondence course students. The Provincial Examination (PE) is a compulsory component of these grade 11 courses involving all students seeking an 111, 112 or 113 credit. Exemptions are occasionally granted for reasons such as bereavement or serious medical conditions. Students receiving a modified credit for the course do not write the Grade 11 Provincial Examination.

Findings: Mathematics

- Eighty-two percent of students registered for the grade 11 Mathematics Provincial Examinations took Mathematics 111/112; 18% took Mathematics 113.

- In 2002-2003, 3562 students wrote the **Mathematics 111/112** examination, 342 fewer than the previous year. Of these, 48% were male and 52% female.

  The average mark on the PE was 63% in 2002-2003, compared to 62% previously. There was an average difference of ten points between average PE and school marks, the latter being higher. The average final score in 2002-2003 rose by two percentage points to 70%.

  The success rate on the PE was 61% for males and 57% for females. The overall success rate for the course went down to 83% compared to 92% the year before.

- Seven hundred and eighty-three students wrote the **Mathematics 113** examination in 2002-2003, 828 fewer than in 2001-2002. Forty-three percent of these were female, 57% male.

  The average mark on the PE fell from 59% to 55%, and the average school mark rose from 65% to 67%. The gap between PE and school scores was twelve points in 2002-2003 while it was six points in 2001-2002.

  The average final mark (65%) went up slightly while the success rate (77%) for the course fell in 2002-2003. Males and females attained the same level of success on this examination at 45%.

Findings: English

- Eighty percent of students registered for the grade 11 English Provincial Examinations wrote English 111/112, while 20% wrote English 113.
- In 2002-2003, 4583 students wrote the **English 111/112** examination, 319 fewer than in the previous year. The ratio of males to females was 48% to 52%.

  The average score was 70% on the PE and 73% for the school mark, resulting in a 3 point gap. The average final score was 73% in 2002-2003 compared to 69% in 2001-2002, while the success rate on the course was 93%, three percent lower than in the year before.

  Females were more successful on the PE than males (87% and 82% respectively).

- One thousand, one hundred and nineteen students wrote **English 113**, down by 130 in the previous year. Of these, 66% were male, 34% female.

  In 2002-2003, the average PE mark was 55% while it was 66% for the school, a gap of eleven points compared to one of four points in the year before.

  Success rates on the examination were 43% for males and 42% for females.

Pass mark changed from 50% to 60% in 2002-2003.

In reading the following chart, you can see that 85% of grade 11 students taking mathematics at Harrison Trimble High in 2002-2003 were enrolled in level 111/112 courses, compared to 63% enrolled in level 111/112 the previous year. Their average mark on the examination was 67%, up 2% from 2001-2002. Seventy-one percent of the 2002-2003 students passed the examination, compared to 77% in 2001-2002. This year's students earned an average school mark of 71%, six points more than in 2001-2002. This year, 90% of Harrison Trimble High 111/112 mathematics students passed the course, compared to 82% for the district and 83% for the province.

	Mathematics 111/112 2002-2003							Mathematics 111/112 2001-2002						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	84	104	60	49	74	70	89	--	--	--	--	--	--	--
Caledonia Reg. High	74	34	51	29	71	65	71	40	21	59	67	60	60	76
Harrison Trimble High	85	86	67	71	71	70	90	63	98	65	77	65	65	90
J. M. A. Armstrong High	82	36	52	33	72	66	67	70	59	48	42	74	67	95
Moncton High*	90	134	76	84	77	77	95	--	--	--	--	--	--	--
PALS (Petitcodiac)	--	--	--	--	--	--	--	25	1	42	0	70	62	100
Petitcodiac Reg. High	79	38	69	66	72	71	82	78	66	60	65	73	69	96
Riverview High	91	173	56	43	72	68	72	75	199	60	67	70	67	91
Tantramar High	85	88	57	51	72	68	76	71	81	68	79	70	70	93
District 02 Average	**86**	**693**	**62**	**56**	**73**	**70**	**82**	**69**	**525**	**61**	**68**	**70**	**67**	**91**
Belleisle Reg. High	62	24	55	33	73	68	79	64	28	60	75	71	68	100
Hampton High	76	108	67	67	73	72	89	63	130	76	95	72	73	99
Kennebecasis Valley High	91	162	72	72	74	74	88	82	182	66	73	73	71	96
PALS (Sussex)	--	--	--	--	--	--	--	7	1	82	100	97	92	100
Rothesay High	85	84	73	81	76	75	92	84	107	66	78	73	71	94
Sussex Reg. High	76	122	56	41	79	72	89	70	155	51	48	68	63	83
District 06 Average	**81**	**500**	**66**	**63**	**75**	**73**	**89**	**72**	**603**	**64**	**72**	**72**	**69**	**93**
Harbour View High	88	130	57	49	66	63	72	76	184	58	66	65	63	89
Saint John High	94	131	54	41	64	61	64	88	215	64	73	69	67	90
Simonds High	74	134	47	25	75	67	78	60	182	54	53	68	64	88
St. Malachy's High	91	137	64	53	73	71	91	84	152	61	68	65	64	84
St. Vincent's High	--	--	--	--	--	--	--	43	3	45	33	63	58	100
Woodlawn	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 08 Average	**86**	**532**	**56**	**42**	**70**	**66**	**76**	**75**	**736**	**59**	**65**	**67**	**65**	**88**
Campobello Island	100	3	57	67	74	69	67	94	15	57	60	74	69	100
Fundy High	85	50	50	36	70	64	68	80	86	52	44	73	67	91
Grand Manan High	89	17	48	29	61	57	53	61	20	57	70	67	64	95
Sir James Dunn Academy	72	26	64	50	75	72	92	--	--	--	--	--	--	--
St. Stephen High	66	78	59	44	78	72	83	72	92	50	48	72	65	89
District 10 Average	**74**	**174**	**56**	**43**	**73**	**68**	**77**	**74**	**213**	**52**	**49**	**72**	**66**	**91**

*Pilot course

Pass mark changed from 50% to 60% in 2002-2003.

School	Mathematics 111/112					2002-2003		Mathematics 111/112					2001-2002	
	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	--	--	--	--	--	--	--	48	10	76	100	77	77	100
Carleton North Senior	75	74	72	81	73	73	89	61	82	76	94	71	72	98
Hartland High	100	51	63	61	81	76	90	90	53	68	85	80	77	98
John Caldwell	74	46	63	54	77	73	91	61	40	56	58	74	69	98
Nackawic Senior	71	40	60	43	72	68	68	69	52	68	81	72	71	90
Saint Mary's Academy*	100	8	61	63	79	74	75	--	--	--	--	--	--	--
Southern Victoria	80	37	44	27	77	67	81	45	40	47	35	73	66	98
Tobique Valley High	71	20	61	70	64	63	75	37	19	59	63	66	64	79
Woodstock High	70	80	71	85	78	76	95	70	113	65	76	73	71	
District 14 Average	**77**	**356**	**64**	**65**	**76**	**72**	**87**	**62**	**409**	**65**	**76**	**73**	**71**	**95**
Bathurst High *	71	100	70	73	73	73	85	--	--	--	--	--	--	--
Dalhousie Reg. High	57	38	73	76	74	74	92	61	59	71	83	71	71	88
Sugarloaf Senior High	95	56	55	41	73	68	82	70	71	58	62	72	68	96
District 15 Average	**73**	**194**	**66**	**64**	**73**	**71**	**86**	**47**	**130**	**64**	**72**	**71**	**69**	**92**
Blackville Rural High	76	22	75	73	75	75	100	58	21	72	95	70	70	95
Bonar Law Memorial	75	27	65	70	73	70	85	69	46	54	50	66	63	87
James M. Hill Memorial	87	113	57	48	74	69	77	80	127	67	79	69	69	95
Miramichi Valley High	90	122	67	66	71	69	80	78	150	65	75	65	65	83
North and South Esk Reg.	63	34	78	88	78	78	91	67	33	73	85	72	72	91
District 16 Average	**83**	**318**	**65**	**66**	**73**	**71**	**82**	**75**	**377**	**66**	**75**	**67**	**67**	**89**
Cambridge Narrows	100	7	70	57	70	70	71	71	10	39	30	67	59	90
Chipman Jr./Sr. High*	66	25	70	72	77	75	88	--	--	--	--	--	--	--
Minto Memorial High	60	29	61	52	58	59	55	61	44	73	91	69	70	93
Oromocto Senior High	75	119	69	71	72	72	83	64	163	72	85	71	71	93
District 17 Average	**71**	**180**	**68**	**67**	**71**	**70**	**79**	**64**	**217**	**70**	**84**	**70**	**70**	**93**
Doaktown Consolidated*	65	13	54	54	63	60	62	--	--	--	--	--	--	--
Fredericton High	95	309	69	73	73	72	83	82	346	65	73	72	70	91
Harvey High	60	18	62	50	71	68	83	47	25	79	92	78	78	100
Leo Hayes High	95	235	68	70	75	73	87	80	291	65	74	74	71	93
McAdam High	33	6	76	83	77	77	83	69	11	74	91	74	74	91
Stanley Regional High	46	13	61	46	69	66	77	70	21	61	62	66	65	91
Upper Miramichi Regional*	64	21	66	67	68	67	81	--	--	--	--	--	--	--
District 18 Average	**88**	**615**	**68**	**70**	**73**	**72**	**84**	**79**	**694**	**66**	**74**	**73**	**71**	**92**
Provincial Average	**82**	**3562**	**63**	**59**	**73**	**70**	**83**	**71**	**3904**	**62**	**70**	**70**	**68**	**92**

*Pilot course

Pass mark changed from 50% to 60% in 2002-2003.

In reading the following chart, you can see that 85% of grade 11 students taking mathematics at Harrison Trimble High in 2002-2003 were enrolled in level 111/112 courses, compared to 63% enrolled in level 111/112 the previous year. Their average mark on the examination was 67%, up 2% from 2001-2002. Seventy-one percent of the 2002-2003 students passed the examination, compared to 77% in 2001-2002. This year's students earned an average school mark of 71%, six points more than in 2001-2002. This year, 90% of Harrison Trimble High 111/112 mathematics students passed the course, compared to 82% for the district and 83% for the province.

	Mathematics 111/112					**2002-2003**		**Mathematics 111/112**					**2001-2002**	
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	84	104	60	49	74	70	89	--	--	--	--	--	--	--
Caledonia Reg. High	74	34	51	29	71	65	71	40	21	59	67	60	60	76
Harrison Trimble High	85	86	67	71	71	70	90	63	98	65	77	65	65	90
J. M. A. Armstrong High	82	36	52	33	72	66	67	70	59	48	42	74	67	95
Moncton High*	90	134	76	84	77	77	95	--	--	--	--	--	--	-
PALS (Petitcodiac)	--	--	--	--	--	--	--	25	1	42	0	70	62	100
Petitcodiac Reg. High	79	38	69	66	72	71	82	78	66	60	65	73	69	96
Riverview High	91	173	56	43	72	68	72	75	199	60	67	70	67	91
Tantramar High	85	88	57	51	72	68	76	71	81	68	79	70	70	93
District 02 Average	**86**	**693**	**62**	**56**	**73**	**70**	**82**	**69**	**525**	**61**	**68**	**70**	**67**	**91**
Belleisle Reg. High	62	24	55	33	73	68	79	64	28	60	75	71	68	100
Hampton High	76	108	67	67	73	72	89	63	130	76	95	72	73	99
Kennebecasis Valley High	91	162	72	72	74	74	88	82	182	66	73	73	71	96
PALS (Sussex)	--	--	--	--	--	--	--	7	1	82	100	97	92	100
Rothesay High	85	84	73	81	76	75	92	84	107	66	78	73	71	94
Sussex Reg. High	76	122	56	41	79	72	89	70	155	51	48	68	63	83
District 06 Average	**81**	**500**	**66**	**63**	**75**	**73**	**89**	**72**	**603**	**64**	**72**	**72**	**69**	**93**
Harbour View High	88	130	57	49	66	63	72	76	184	58	66	65	63	89
Saint John High	94	131	54	41	64	61	64	88	215	64	73	69	67	90
Simonds High	74	134	47	25	75	67	78	60	182	54	53	68	64	88
St. Malachy's High	91	137	64	53	73	71	91	84	152	61	68	65	64	84
St. Vincent's High	--	--	--	--	--	--	--	43	3	45	33	63	58	100
Woodlawn	--	--	--	--	--	--	--	--	--	--	--	--	--	--
District 08 Average	**86**	**532**	**56**	**42**	**70**	**66**	**76**	**75**	**736**	**59**	**65**	**67**	**65**	**88**
Campobello Island	100	3	57	67	74	69	67	94	15	57	60	74	69	100
Fundy High	85	50	50	36	70	64	68	80	86	52	44	73	67	91
Grand Manan High	89	17	48	29	61	57	53	61	20	57	70	67	64	95
Sir James Dunn Academy	72	26	64	50	75	72	92	--	--	--	--	--	--	--
St. Stephen High	66	78	59	44	78	72	83	72	92	50	48	72	65	89
District 10 Average	**74**	**174**	**56**	**43**	**73**	**68**	**77**	**74**	**213**	**52**	**49**	**72**	**66**	**91**

*Pilot course

Pass mark changed from 50% to 60% in 2002-2003.

School	Mathematics 111/112					2002-2003		Mathematics 111/112				2001-2002		
	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	--	--	--	--	--	--	--	48	10	76	100	77	77	100
Carleton North Senior	75	74	72	81	73	73	89	61	82	76	94	71	72	98
Hartland High	100	51	63	61	81	76	90	90	53	68	85	80	77	98
John Caldwell	74	46	63	54	77	73	91	61	40	56	58	74	69	98
Nackawic Senior	71	40	60	43	72	68	68	69	52	68	81	72	71	90
Saint Mary's Academy*	100	8	61	63	79	74	75	--	--	--	--	--	--	--
Southern Victoria	80	37	44	27	77	67	81	45	40	47	35	73	66	98
Tobique Valley High	71	20	61	70	64	63	75	37	19	59	63	66	64	79
Woodstock High	70	80	71	85	78	76	95	70	113	65	76	73	71	
District 14 Average	**77**	**356**	**64**	**65**	**76**	**72**	**87**	**62**	**409**	**65**	**76**	**73**	**71**	**95**
Bathurst High *	71	100	70	73	73	73	85	--	--	--	--	--	--	
Dalhousie Reg. High	57	38	73	76	74	74	92	61	59	71	83	71	71	88
Sugarloaf Senior High	95	56	55	41	73	68	82	70	71	58	62	72	68	96
District 15 Average	**73**	**194**	**66**	**64**	**73**	**71**	**86**	**47**	**130**	**64**	**72**	**71**	**69**	**92**
Blackville Rural High	76	22	75	73	75	75	100	58	21	72	95	70	70	95
Bonar Law Memorial	75	27	65	70	73	70	85	69	46	54	50	66	63	87
James M. Hill Memorial	87	113	57	48	74	69	77	80	127	67	79	69	69	95
Miramichi Valley High	90	122	67	66	71	69	80	78	150	65	75	65	65	83
North and South Esk Reg.	63	34	78	88	78	78	91	67	33	73	85	72	72	91
District 16 Average	**83**	**318**	**65**	**66**	**73**	**71**	**82**	**75**	**377**	**66**	**75**	**67**	**67**	**89**
Cambridge Narrows	100	7	70	57	70	70	71	71	10	39	30	67	59	90
Chipman Jr./Sr. High*	66	25	70	72	77	75	88	--	--	--	--	--	--	--
Minto Memorial High	60	29	61	52	58	59	55	61	44	73	91	69	70	93
Oromocto Senior High	75	119	69	71	72	72	83	64	163	72	85	71	71	93
District 17 Average	**71**	**180**	**68**	**67**	**71**	**70**	**79**	**64**	**217**	**70**	**84**	**70**	**70**	**93**
Doaktown Consolidated*	65	13	54	54	63	60	62	--	--	--	--	--	--	--
Fredericton High	95	309	69	73	73	72	83	82	346	65	73	72	70	91
Harvey High	60	18	62	50	71	68	83	47	25	79	92	78	78	100
Leo Hayes High	95	235	68	70	75	73	87	80	291	65	74	74	71	93
McAdam High	33	6	76	83	77	77	83	69	11	74	91	74	74	91
Stanley Regional High	46	13	61	46	69	66	77	70	21	61	62	66	65	91
Upper Miramichi Regional*	64	21	66	67	68	67	81	--	--	--	--	--	--	--
District 18 Average	**88**	**615**	**68**	**70**	**73**	**72**	**84**	**79**	**694**	**66**	**74**	**73**	**71**	**92**
Provincial Average	**82**	**3562**	**63**	**59**	**73**	**70**	**83**	**71**	**3904**	**62**	**70**	**70**	**68**	**92**

*Pilot course

Pass mark changed from 50% to 60% in 2002-2003.

	Mathematics 113				2002-2003			Mathematics 113				2001-2002		
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	16	20	54	35	63	61	65	--	--	--	--	--	--	--
Caledonia Reg. High	26	12	55	33	68	64	75	60	31	63	87	65	65	94
Harrison Trimble High	15	15	59	40	65	63	67	37	57	62	75	59	60	84
J. M. A. Armstrong High	18	8	48	25	66	61	63	30	25	48	40	67	61	96
Moncton High*	10	15	54	40	67	63	67	--	--	--	--	--	--	--
PALS (Petitcodiac)	--	--	--	--	--	--	--	75	3	78	100	60	66	100
Petitcodiac Reg. High	21	10	66	80	76	73	90	22	19	53	53	61	59	90
Riverview High	9	18	49	22	60	57	50	25	65	55	60	59	58	83
Tantramar High	15	15	46	20	70	63	80	29	33	55	70	63	61	91
District 02 Average	**14**	**113**	**54**	**35**	**66**	**63**	**68**	**31**	**233**	**57**	**67**	**62**	**61**	**88**
Belleisle Reg. High	38	15	59	53	70	67	67	36	16	66	94	68	67	100
Hampton High	24	34	57	44	66	64	85	37	76	63	74	64	64	87
Kennebecasis Valley High	9	16	61	56	67	65	75	18	41	60	68	67	65	95
PALS (Sussex)	--	--	--	--	--	--	--	93	14	77	93	77	77	100
Rothesay High	15	15	57	33	71	67	87	16	20	60	75	58	59	85
Sussex Reg. High	24	39	57	44	74	69	87	30	67	52	58	68	63	90
District 06 Average	**19**	**119**	**58**	**45**	**70**	**66**	**82**	**28**	**234**	**60**	**71**	**66**	**64**	**91**
Harbour View High	12	17	56	41	60	59	71	24	57	63	83	63	63	90
Saint John High	6	9	39	11	60	53	33	12	29	60	69	63	62	83
Simonds High	26	46	49	20	68	63	78	40	121	48	48	63	59	82
St. Malachy's High	9	13	56	46	66	64	77	16	30	59	63	64	62	93
St. Vincent's High	--	--	--	--	--	--	--	57	4	65	75	69	68	75
District 08 Average	**14**	**85**	**50**	**27**	**65**	**61**	**72**	**25**	**241**	**55**	**61**	**63**	**61**	**85**
Campobello Island	--	--	--	--	--	--	--	6	1	64	100	79	75	100
Fundy High	15	9	46	33	66	60	78	20	22	48	46	60	57	77
Grand Manan High	11	2	42	50	65	58	50	39	13	60	77	66	64	85
Sir James Dunn Academy	28	10	48	20	80	70	90	100	1	64	100	80	75	100
St. Stephen High	34	40	60	55	66	64	80	28	36	67	94	62	64	92
District 10 Average	**26**	**61**	**55**	**46**	**68**	**65**	**80**	**26**	**73**	**60**	**77**	**63**	**62**	**86**

*Pilot course.

Pass mark changed from 50% to 60% in 2002-2003.

	Mathematics 113		2002-2003					Mathematics 113		2001-2002				
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	--	--	--	--	--	--	--	52	11	78	91	74	75	100
Carleton North Senior*	25	25	67	64	67	67	92	39	52	71	92	71	71	98
Hartland High	--	--	--	--	--	--	--	10	6	74	83	72	72	100
John Caldwell	26	16	65	69	78	74	94	39	26	56	62	68	64	89
Nackawic Senior	29	16	63	63	67	66	75	31	23	61	74	66	64	96
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	20	9	50	22	64	60	78	55	49	58	65	70	67	94
Tobique Valley High	29	8	74	100	65	68	75	63	32	68	84	61	63	84
Woodstock High	30	34	67	74	74	72	97	30	49	73	90	68	69	96
District 14 Average	**23**	**108**	**65**	**67**	**71**	**69**	**89**	**38**	**248**	**66**	**80**	**68**	**68**	**94**
Bathurst High *	29	40	68	80	68	69	90	--	79	60	65	65	64	86
Dalhousie Reg. High	43	29	55	35	72	67	79	39	37	59	62	74	69	95
Sugarloaf Senior High	5	3	37	0	59	53	67	30	30	45	33	66	60	90
District 15 Average	**27**	**72**	**62**	**58**	**70**	**67**	**85**	**53**	**146**	**56**	**58**	**68**	**64**	**89**
Blackville Rural High	24	7	56	43	59	58	43	42	15	76	93	72	73	87
Bonar Law Memorial	25	9	63	44	69	68	89	31	21	57	67	65	63	90
James M. Hill Memorial	13	17	54	41	63	61	77	20	31	68	87	67	68	94
Learning Centre	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Miramichi Valley High	10	14	54	36	66	63	71	22	42	64	86	63	63	93
North and South Esk Reg.	37	20	42	10	62	56	50	33	16	46	56	58	54	69
District 16 Average	**17**	**67**	**52**	**31**	**64**	**60**	**66**	**25**	**125**	**63**	**80**	**65**	**64**	**89**
Cambridge Narrows	--	--	--	--	--	--	--	29	4	42	25	70	62	100
Chipman Jr./Sr. High*	34	13	57	54	71	67	77	--	--	--	--	--	--	--
Minto Memorial High	40	19	56	42	59	58	47	39	28	69	93	72	71	100
Oromocto Senior High	25	40	68	73	71	70	90	36	90	67	82	72	70	99
District 17 Average	**29**	**72**	**63**	**61**	**68**	**66**	**76**	**36**	**122**	**66**	**83**	**72**	**70**	**99**
Doaktown Consolidated*	35	7	37	14	63	56	43	--	--	--	--	--	--	--
Fredericton High	5	15	64	67	71	69	80	18	76	61	72	64	63	82
Harvey High	40	12	49	17	70	64	58	53	28	66	79	68	68	93
Leo Hayes High	5	13	38	0	62	55	39	20	71	68	80	67	67	93
McAdam High	66	12	70	75	73	73	92	31	5	75	100	74	74	100
Stanley Regional High	54	15	64	73	70	69	87	30	9	70	89	64	66	100
Upper Miramichi Regional*	36	12	66	75	78	74	100	--	--	--	--	--	--	--
District 18 Average	**12**	**86**	**57**	**49**	**70**	**66**	**73**	**21**	**189**	**65**	**78**	**66**	**66**	**89**
Provincial Average	**18**	**783**	**55**	**45**	**67**	**65**	**77**	**29**	**1611**	**59**	**70**	**65**	**64**	**90**

*Pilot course

Pass mark changed from 50% to 60% in 2002-2003.

	Mathematics 113 2002-2003							Mathematics 113 2001-2002						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	16	20	54	35	63	61	65	--	--	--	--	--	--	--
Caledonia Reg. High	26	12	55	33	68	64	75	60	31	63	87	65	65	94
Harrison Trimble High	15	15	59	40	65	63	67	37	57	62	75	59	60	84
J. M. A. Armstrong High	18	8	48	25	66	61	63	30	25	48	40	67	61	96
Moncton High*	10	15	54	40	67	63	67	--	--	--	--	--	--	--
PALS (Petitcodiac)	--	--	--	--	--	--	--	75	3	78	100	60	66	100
Petitcodiac Reg. High	21	10	66	80	76	73	90	22	19	53	53	61	59	90
Riverview High	9	18	49	22	60	57	50	25	65	55	60	59	58	83
Tantramar High	15	15	46	20	70	63	80	29	33	55	70	63	61	91
District 02 Average	**14**	**113**	**54**	**35**	**66**	**63**	**68**	**31**	**233**	**57**	**67**	**62**	**61**	**88**
Belleisle Reg. High	38	15	59	53	70	67	67	36	16	66	94	68	67	100
Hampton High	24	34	57	44	66	64	85	37	76	63	74	64	64	87
Kennebecasis Valley High	9	16	61	56	67	65	75	18	41	60	68	67	65	95
PALS (Sussex)	--	--	--	--	--	--	--	93	14	77	93	77	77	100
Rothesay High	15	15	57	33	71	67	87	16	20	60	75	58	59	85
Sussex Reg. High	24	39	57	44	74	69	87	30	67	52	58	68	63	90
District 06 Average	**19**	**119**	**58**	**45**	**70**	**66**	**82**	**28**	**234**	**60**	**71**	**66**	**64**	**91**
Harbour View High	12	17	56	41	60	59	71	24	57	63	83	63	63	90
Saint John High	6	9	39	11	60	53	33	12	29	60	69	63	62	83
Simonds High	26	46	49	20	68	63	78	40	121	48	48	63	59	82
St. Malachy's High	9	13	56	46	66	64	77	16	30	59	63	64	62	93
St. Vincent's High	--	--	--	--	--	--	--	57	4	65	75	69	68	75
District 08 Average	**14**	**85**	**50**	**27**	**65**	**61**	**72**	**25**	**241**	**55**	**61**	**63**	**61**	**85**
Campobello Island	--	--	--	--	--	--	--	6	1	64	100	79	75	100
Fundy High	15	9	46	33	66	60	78	20	22	48	46	60	57	77
Grand Manan High	11	2	42	50	65	58	50	39	13	60	77	66	64	85
Sir James Dunn Academy	28	10	48	20	80	70	90	100	1	64	100	80	75	100
St. Stephen High	34	40	60	55	66	64	80	28	36	67	94	62	64	92
District 10 Average	**26**	**61**	**55**	**46**	**68**	**65**	**80**	**26**	**73**	**60**	**77**	**63**	**62**	**86**

*Pilot course.

Pass mark changed from 50% to 60% in 2002-2003.

School	Mathematics 113 2002-2003 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	--	--	--	--	--	--	--	52	11	78	91	74	75	100
Carleton North Senior*	25	25	67	64	67	67	92	39	52	71	92	71	71	98
Hartland High	--	--	--	--	--	--	--	10	6	74	83	72	72	100
John Caldwell	26	16	65	69	78	74	94	39	26	56	62	68	64	89
Nackawic Senior	29	16	63	63	67	66	75	31	23	61	74	66	64	96
Saint Mary's Academy*	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Southern Victoria	20	9	50	22	64	60	78	55	49	58	65	70	67	94
Tobique Valley High	29	8	74	100	65	68	75	63	32	68	84	61	63	84
Woodstock High	30	34	67	74	74	72	97	30	49	73	90	68	69	96
District 14 Average	**23**	**108**	**65**	**67**	**71**	**69**	**89**	**38**	**248**	**66**	**80**	**68**	**68**	**94**
Bathurst High *	29	40	68	80	68	69	90	--	79	60	65	65	64	86
Dalhousie Reg. High	43	29	55	35	72	67	79	39	37	59	62	74	69	95
Sugarloaf Senior High	5	3	37	0	59	53	67	30	30	45	33	66	60	90
District 15 Average	**27**	**72**	**62**	**58**	**70**	**67**	**85**	**53**	**146**	**56**	**58**	**68**	**64**	**89**
Blackville Rural High	24	7	56	43	59	58	43	42	15	76	93	72	73	87
Bonar Law Memorial	25	9	63	44	69	68	89	31	21	57	67	65	63	90
James M. Hill Memorial	13	17	54	41	63	61	77	20	31	68	87	67	68	94
Learning Centre	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Miramichi Valley High	10	14	54	36	66	63	71	22	42	64	86	63	63	93
North and South Esk Reg.	37	20	42	10	62	56	50	33	16	46	56	58	54	69
District 16 Average	**17**	**67**	**52**	**31**	**64**	**60**	**66**	**25**	**125**	**63**	**80**	**65**	**64**	**89**
Cambridge Narrows	--	--	--	--	--	--	--	29	4	42	25	70	62	100
Chipman Jr./Sr. High*	34	13	57	54	71	67	77	--	--	--	--	--	--	--
Minto Memorial High	40	19	56	42	59	58	47	39	28	69	93	72	71	100
Oromocto Senior High	25	40	68	73	71	70	90	36	90	67	82	72	70	99
District 17 Average	**29**	**72**	**63**	**61**	**68**	**66**	**76**	**36**	**122**	**66**	**83**	**72**	**70**	**99**
Doaktown Consolidated*	35	7	37	14	63	56	43	--	--	--	--	--	--	--
Fredericton High	5	15	64	67	71	69	80	18	76	61	72	64	63	82
Harvey High	40	12	49	17	70	64	58	53	28	66	79	68	68	93
Leo Hayes High	5	13	38	0	62	55	39	20	71	68	80	67	67	93
McAdam High	66	12	70	75	73	73	92	31	5	75	100	74	74	100
Stanley Regional High	54	15	64	73	70	69	87	30	9	70	89	64	66	100
Upper Miramichi Regional*	36	12	66	75	78	74	100	--	--	--	--	--	--	--
District 18 Average	**12**	**86**	**57**	**49**	**70**	**66**	**73**	**21**	**189**	**65**	**78**	**66**	**66**	**89**
Provincial Average	**18**	**783**	**55**	**45**	**67**	**65**	**77**	**29**	**1611**	**59**	**70**	**65**	**64**	**90**

*Pilot course

Pass mark changed from 50% to 60% in 2002-2003.

School	English 111/112 2002-2003							English 111/112 2001-2002						
	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	93	131	70	86	78	76	98	93	179	65	88	75	72	79
Caledonia Reg. High	77	40	65	68	74	72	100	67	37	60	76	68	66	97
Harrison Trimble High	70	120	75	95	71	72	93	70	107	68	94	64	65	94
J.M.A. Armstrong High	80	57	65	61	73	71	93	79	64	61	81	71	68	95
Moncton High	90	214	72	86	71	71	88	89	231	67	89	68	68	93
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	86	51	71	88	71	71	94	77	65	63	83	65	65	100
Riverview High	79	188	74	95	70	72	97	82	212	66	92	65	65	96
Tantramar High	80	102	71	79	75	74	97	84	96	66	88	75	72	99
District 02 Average	**82**	**903**	**72**	**76**	**73**	**82**	**94**	**82**	**991**	**66**	**88**	**69**	**68**	**96**
Belleisle Reg. High	62	26	70	85	74	73	100	71	32	67	91	75	73	100
Hampton High	75	127	72	88	71	71	94	75	153	67	92	68	68	97
Kennebecasis Valley High	92	216	74	90	78	77	97	89	196	67	91	76	73	100
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	88	109	71	89	77	76	95	91	121	66	90	77	74	98
Sussex Reg. High	60	114	74	93	69	70	93	62	126	67	92	65	65	95
District 06 Average	**78**	**592**	**73**	**90**	**74**	**74**	**95**	**78**	**628**	**67**	**91**	**72**	**70**	**98**
Harbour View High	83	174	68	79	71	70	92	84	194	62	87	65	64	95
Saint John High	93	241	71	83	74	73	93	91	241	66	85	68	68	92
Simonds High	71	181	67	72	64	65	73	74	206	64	89	64	64	93
St. Malachy's High	90	164	71	87	68	69	92	79	141	68	94	66	66	95
St. Vincent's High	--	--	--	--	--	--	--	50	1	79	100	46	56	100
District 08 Average	**84**	**760**	**69**	**80**	**70**	**70**	**88**	**82**	**783**	**65**	**88**	**66**	**66**	**94**
Campobello Island	67	6	68	83	59	61	60	100	15	55	80	67	64	93
Fundy High	76	73	67	81	74	72	93	80	89	62	78	71	69	95
Grand Manan High	58	15	69	87	71	71	93	72	21	65	100	67	67	95
Sir James Dunn Academy	94	34	70	79	79	76	100	89	32	68	100	77	74	100
St. Stephen High	78	101	70	83	76	74	95	74	97	65	92	69	68	98
District 10 Average	**77**	**229**	**69**	**82**	**75**	**73**	**94**	**79**	**254**	**64**	**88**	**71**	**69**	**97**

Pass mark changed from 50% to 60% in 2002-2003.

	English 111/112	2002-2003						English 111/112	2001-2002					
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	71	17	70	88	79	77	100	75	15	65	80	74	72	100
Carleton North Senior	82	109	68	83	71	70	88	73	104	66	93	69	68	97
Hartland High	83	54	69	78	74	72	96	89	58	65	86	79	75	100
John Caldwell	71	50	69	86	74	72	98	51	30	64	90	62	63	97
Nackawic Senior	81	48	66	69	74	72	98	71	65	66	89	73	71	95
Saint Mary's Academy	89	8	73	100	79	77	100	80	12	69	83	73	72	92
Southern Victoria	69	43	64	63	75	72	95	65	56	59	79	70	67	98
Tobique Valley High	80	39	73	97	75	74	100	51	20	67	85	77	74	95
Woodstock High	72	97	76	98	77	77	99	75	118	66	86	71	70	94
District 14 Average	**77**	**465**	**70**	**84**	**74**	**73**	**96**	**71**	**478**	**65**	**87**	**72**	**70**	**96**
Bathurst High	70	107	74	93	72	73	96	66	131	69	95	70	70	95
Dalhousie Reg. High	64	50	73	88	82	79	100	77	65	64	88	77	73	99
Sugarloaf Senior High	67	56	72	89	71	71	96	79	85	64	92	62	62	92
District 15 Average	**68**	**213**	**73**	**91**	**74**	**74**	**97**	**72**	**281**	**66**	**92**	**69**	**68**	**95**
Blackville Rural High	74	23	74	100	73	73	96	63	22	61	86	67	65	100
Bonar Law Memorial	59	34	69	82	57	61	71	67	44	61	71	55	57	77
James M. Hill Memorial	86	133	71	89	79	77	98	83	139	66	92	73	71	99
Miramichi Valley High	85	189	67	77	69	69	82	83	152	64	82	70	68	94
North and South Esk Reg.	76	37	73	100	75	74	95	78	36	69	92	81	77	100
District 16 Average	**81**	**416**	**70**	**84**	**72**	**72**	**88**	**79**	**393**	**65**	**86**	**70**	**69**	**95**
Cambridge Narrows	80	8	74	100	74	74	100	79	11	57	73	64	62	82
Chipman Jr./Sr. High	65	26	72	92	80	78	96	62	32	68	91	68	68	97
Minto Memorial High	85	40	65	68	73	71	95	77	56	62	82	73	70	96
Oromocto Senior High	73	170	70	81	72	71	92	77	200	66	89	70	68	97
District 17 Average	**74**	**244**	**69**	**81**	**73**	**72**	**93**	**75**	**299**	**65**	**87**	**70**	**69**	**97**
Doaktown Consolidated	76	16	68	81	72	71	94	84	21	63	76	79	74	100
Fredericton High	94	377	72	88	77	75	93	91	373	67	90	71	70	95
Harvey High	68	25	69	84	80	77	92	63	31	69	94	81	78	100
Leo Hayes High	85	282	72	93	75	74	95	89	309	64	83	73	70	97
McAdam High	81	17	72	88	73	73	100	79	11	70	91	75	74	100
Stanley Regional High	79	23	65	83	72	70	96	87	26	58	81	80	74	100
Upper Miramichi Regional	70	21	73	91	70	71	95	80	24	56	75	78	72	100
District 18 Average	**87**	**761**	**72**	**89**	**76**	**75**	**94**	**88**	**795**	**65**	**86**	**73**	**71**	**97**
Provincial Average	**80**	**4583**	**70**	**85**	**73**	**73**	**93**	**80**	**4902**	**65**	**88**	**70**	**69**	**96**

Pass mark changed from 50% to 60% in 2002-2003.

	English 111/112	2002-2003						English 111/112	2001-2002					
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	93	131	70	86	78	76	98	93	179	65	88	75	72	79
Caledonia Reg. High	77	40	65	68	74	72	100	67	37	60	76	68	66	97
Harrison Trimble High	70	120	75	95	71	72	93	70	107	68	94	64	65	94
J.M.A. Armstrong High	80	57	65	61	73	71	93	79	64	61	81	71	68	95
Moncton High	90	214	72	86	71	71	88	89	231	67	89	68	68	93
PALS (Petitcodiac)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Petitcodiac Reg. High	86	51	71	88	71	71	94	77	65	63	83	65	65	100
Riverview High	79	188	74	95	70	72	97	82	212	66	92	65	65	96
Tantramar High	80	102	71	79	75	74	97	84	96	66	88	75	72	99
District 02 Average	**82**	**903**	**72**	**76**	**73**	**82**	**94**	**82**	**991**	**66**	**88**	**69**	**68**	**96**
Belleisle Reg. High	62	26	70	85	74	73	100	71	32	67	91	75	73	100
Hampton High	75	127	72	88	71	71	94	75	153	67	92	68	68	97
Kennebecasis Valley High	92	216	74	90	78	77	97	89	196	67	91	76	73	100
PALS (Sussex)	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Rothesay High	88	109	71	89	77	76	95	91	121	66	90	77	74	98
Sussex Reg. High	60	114	74	93	69	70	93	62	126	67	92	65	65	95
District 06 Average	**78**	**592**	**73**	**90**	**74**	**74**	**95**	**78**	**628**	**67**	**91**	**72**	**70**	**98**
Harbour View High	83	174	68	79	71	70	92	84	194	62	87	65	64	95
Saint John High	93	241	71	83	74	73	93	91	241	66	85	68	68	92
Simonds High	71	181	67	72	64	65	73	74	206	64	89	64	64	93
St. Malachy's High	90	164	71	87	68	69	92	79	141	68	94	66	66	95
St. Vincent's High	--	--	--	--	--	--	--	50	1	79	100	46	56	100
District 08 Average	**84**	**760**	**69**	**80**	**70**	**70**	**88**	**82**	**783**	**65**	**88**	**66**	**66**	**94**
Campobello Island	67	6	68	83	59	61	60	100	15	55	80	67	64	93
Fundy High	76	73	67	81	74	72	93	80	89	62	78	71	69	95
Grand Manan High	58	15	69	87	71	71	93	72	21	65	100	67	67	95
Sir James Dunn Academy	94	34	70	79	79	76	100	89	32	68	100	77	74	100
St. Stephen High	78	101	70	83	76	74	95	74	97	65	92	69	68	98
District 10 Average	**77**	**229**	**69**	**82**	**75**	**73**	**94**	**79**	**254**	**64**	**88**	**71**	**69**	**97**

Pass mark changed from 50% to 60% in 2002-2003.

	English 111/112 2002-2003							English 111/112 2001-2002						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	71	17	70	88	79	77	100	75	15	65	80	74	72	100
Carleton North Senior	82	109	68	83	71	70	88	73	104	66	93	69	68	97
Hartland High	83	54	69	78	74	72	96	89	58	65	86	79	75	100
John Caldwell	71	50	69	86	74	72	98	51	30	64	90	62	63	97
Nackawic Senior	81	48	66	69	74	72	98	71	65	66	89	73	71	95
Saint Mary's Academy	89	8	73	100	79	77	100	80	12	69	83	73	72	92
Southern Victoria	69	43	64	63	75	72	95	65	56	59	79	70	67	98
Tobique Valley High	80	39	73	97	75	74	100	51	20	67	85	77	74	95
Woodstock High	72	97	76	98	77	77	99	75	118	66	86	71	70	94
District 14 Average	**77**	**465**	**70**	**84**	**74**	**73**	**96**	**71**	**478**	**65**	**87**	**72**	**70**	**96**
Bathurst High	70	107	74	93	72	73	96	66	131	69	95	70	70	95
Dalhousie Reg. High	64	50	73	88	82	79	100	77	65	64	88	77	73	99
Sugarloaf Senior High	67	56	72	89	71	71	96	79	85	64	92	62	62	92
District 15 Average	**68**	**213**	**73**	**91**	**74**	**74**	**97**	**72**	**281**	**66**	**92**	**69**	**68**	**95**
Blackville Rural High	74	23	74	100	73	73	96	63	22	61	86	67	65	100
Bonar Law Memorial	59	34	69	82	57	61	71	67	44	61	71	55	57	77
James M. Hill Memorial	86	133	71	89	79	77	98	83	139	66	92	73	71	99
Miramichi Valley High	85	189	67	77	69	69	82	83	152	64	82	70	68	94
North and South Esk Reg.	76	37	73	100	75	74	95	78	36	69	92	81	77	100
District 16 Average	**81**	**416**	**70**	**84**	**72**	**72**	**88**	**79**	**393**	**65**	**86**	**70**	**69**	**95**
Cambridge Narrows	80	8	74	100	74	74	100	79	11	57	73	64	62	82
Chipman Jr./Sr. High	65	26	72	92	80	78	96	62	32	68	91	68	68	97
Minto Memorial High	85	40	65	68	73	71	95	77	56	62	82	73	70	96
Oromocto Senior High	73	170	70	81	72	71	92	77	200	66	89	70	68	97
District 17 Average	**74**	**244**	**69**	**81**	**73**	**72**	**93**	**75**	**299**	**65**	**87**	**70**	**69**	**97**
Doaktown Consolidated	76	16	68	81	72	71	94	84	21	63	76	79	74	100
Fredericton High	94	377	72	88	77	75	93	91	373	67	90	71	70	95
Harvey High	68	25	69	84	80	77	92	63	31	69	94	81	78	100
Leo Hayes High	85	282	72	93	75	74	95	89	309	64	83	73	70	97
McAdam High	81	17	72	88	73	73	100	79	11	70	91	75	74	100
Stanley Regional High	79	23	65	83	72	70	96	87	26	58	81	80	74	100
Upper Miramichi Regional	70	21	73	91	70	71	95	80	24	56	75	78	72	100
District 18 Average	**87**	**761**	**72**	**89**	**76**	**75**	**94**	**88**	**795**	**65**	**86**	**73**	**71**	**97**
Provincial Average	**80**	**4583**	**70**	**85**	**73**	**73**	**93**	**80**	**4902**	**65**	**88**	**70**	**69**	**96**

Pass mark changed from 50% to 60% in 2002-2003.

	English 113 2002-2003							English 113 2001-2002						
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	7	10	56	40	72	67	90	7	14	58	71	68	65	100
Caledonia Reg. High	23	12	56	33	73	68	92	33	18	55	83	66	63	94
Harrison Trimble High	30	52	57	42	65	62	83	30	46	61	83	58	59	91
J. M. A. Armstrong High	20	14	53	21	71	66	86	21	17	58	82	63	61	100
Moncton High	10	25	56	36	70	66	84	11	29	63	90	63	63	100
PALS (Petitcodiac)	--	--	--	--	--	--	--	100	7	65	100	71	69	100
Petitcodiac Reg. High	14	8	59	50	70	67	100	23	19	62	84	58	59	90
Riverview High	21	49	62	63	68	66	92	18	47	63	79	60	61	94
Tantramar High	20	25	50	20	66	61	68	16	18	55	61	66	63	94
District 02 Average	**18**	**195**	**57**	**42**	**68**	**65**	**85**	**18**	**215**	**60**	**81**	**62**	**62**	**95**
Belleisle Reg. High	38	16	58	38	68	65	81	29	13	55	69	59	58	92
Hampton High	25	43	59	56	66	64	86	25	50	62	80	65	64	98
Kennebecasis Valley High	8	20	61	55	67	66	90	11	23	58	78	67	64	96
PALS (Sussex)	--	--	--	--	--	--	--	100	7	64	100	58	60	100
Rothesay High	12	15	53	27	63	61	67	9	12	54	68	62	60	83
Sussex Reg. High	40	77	58	51	63	61	74	38	76	60	80	64	63	93
District 06 Average	**22**	**171**	**58**	**49**	**65**	**63**	**79**	**22**	**181**	**60**	**79**	**64**	**63**	**95**
Harbour View High	17	35	63	63	69	67	94	16	37	60	90	62	61	100
Saint John High	7	19	40	37	69	61	74	9	23	55	74	61	59	87
Simonds High	29	75	54	39	61	59	65	26	71	58	75	58	58	84
St. Malachy's High	10	19	55	37	65	62	79	21	38	60	76	58	59	90
St. Vincent's High	--	--	--	--	--	--	--	50	1	43	0	55	51	100
District 08 Average	**16**	**148**	**54**	**44**	**64**	**62**	**75**	**18**	**170**	**58**	**78**	**59**	**59**	**89**
Campobello Island	33	3	54	33	59	58	67	--	--	--	--	--	--	--
Fundy High	24	23	57	39	64	62	74	20	22	55	77	63	61	82
Grand Manan High	42	11	64	73	60	62	64	28	8	59	75	66	65	100
Sir James Dunn Academy	6	2	61	50	78	73	100	11	4	48	50	64	59	100
St. Stephen High	22	29	58	41	70	66	83	26	34	56	74	61	59	85
District 10 Average	**23**	**68**	**59**	**46**	**66**	**64**	**77**	**21**	**68**	**55**	**74**	**62**	**60**	**87**

Pass mark changed from 50% to 60% in 2002-2003.

	English 113						2002-2003	English 113						2001-2002
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	29	7	69	86	71	70	101	25	5	62	100	67	66	100
Carleton North Senior	18	24	56	33	68	65	83	27	38	59	79	66	64	97
Hartland High	17	11	50	18	68	63	91	11	7	55	57	61	60	86
John Caldwell	29	20	44	20	67	60	50	49	29	58	72	70	66	100
Nackawic Senior	19	11	54	46	68	64	64	29	26	53	62	64	60	96
Saint Mary's Academy	11	1	67	100	60	62	100	20	3	43	33	51	49	67
Southern Victoria	31	19	50	32	72	66	100	35	30	54	63	56	55	80
Tobique Valley High	20	10	58	50	75	71	90	49	19	58	79	73	68	100
Woodstock High	28	37	60	54	72	69	95	25	40	60	83	65	64	98
District 14 Average	**23**	**140**	**55**	**41**	**70**	**66**	**84**	**29**	**197**	**57**	**73**	**65**	**63**	**94**
Bathurst High	30	45	63	67	66	65	93	34	66	61	85	64	64	100
Dalhousie Reg. High	36	28	54	36	70	65	89	23	19	59	90	58	58	84
Sugarloaf Senior High	33	27	63	59	64	64	85	21	22	65	82	55	58	95
District 15 Average	**32**	**100**	**60**	**56**	**67**	**65**	**90**	**28**	**107**	**61**	**85**	**61**	**61**	**96**
Blackville Rural High	26	8	62	63	65	64	100	37	13	59	92	65	64	100
Bonar Law Memorial	41	24	62	67	67	66	92	33	22	65	86	61	62	91
James M. Hill Memorial	14	22	48	5	68	63	82	17	28	53	57	70	65	100
Miramichi Valley High	15	34	48	18	66	61	68	17	31	53	52	60	58	84
North and South Esk Reg.	24	12	54	42	69	65	83	22	10	49	50	73	66	100
District 16 Average	**19**	**100**	**54**	**33**	**67**	**63**	**81**	**21**	**104**	**56**	**65**	**65**	**62**	**93**
Cambridge Narrows	20	2	70	100	67	68	100	21	3	52	33	63	60	100
Chipman Jr./Sr. High	35	14	55	57	69	65	77	38	20	60	90	60	61	90
Minto Memorial High	15	7	51	0	71	66	86	23	17	58	88	66	64	100
Oromocto Senior High	27	63	57	44	65	63	71	23	60	61	90	67	65	97
District 17 Average	**26**	**86**	**56**	**44**	**66**	**63**	**74**	**25**	**100**	**60**	**88**	**66**	**64**	**96**
Doaktown Consolidated	24	5	52	40	75	68	80	16	4	60	75	52	55	75
Fredericton High	6	24	54	25	72	66	88	9	35	58	83	66	64	97
Harvey High	32	12	60	58	73	69	100	37	18	71	89	70	70	100
Leo Hayes High	15	51	56	43	69	65	88	11	37	61	84	61	61	92
McAdam High	19	4	62	75	75	71	100	21	3	61	100	72	69	100
Stanley Regional High	21	6	52	33	66	62	67	13	4	71	100	75	74	100
Upper Miramichi Regional	30	9	63	78	68	67	100	20	6	61	83	69	67	100
District 18 Average	**13**	**111**	**57**	**44**	**70**	**66**	**89**	**12**	**107**	**62**	**85**	**65**	**64**	**95**
Provincial Average	**20**	**1119**	**55**	**43**	**66**	**64**	**82**	**20**	**1249**	**58**	**77**	**62**	**62**	**94**

Pass mark changed from 50% to 60% in 2002-2003.

			English 113			2002-2003				English 113			2001-2002	
School	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Bernice MacNaughton High	7	10	56	40	72	67	90	7	14	58	71	68	65	100
Caledonia Reg. High	23	12	56	33	73	68	92	33	18	55	83	66	63	94
Harrison Trimble High	30	52	57	42	65	62	83	30	46	61	83	58	59	91
J. M. A. Armstrong High	20	14	53	21	71	66	86	21	17	58	82	63	61	100
Moncton High	10	25	56	36	70	66	84	11	29	63	90	63	63	100
PALS (Petitcodiac)	--	--	--	--	--	--	--	100	7	65	100	71	69	100
Petitcodiac Reg. High	14	8	59	50	70	67	100	23	19	62	84	58	59	90
Riverview High	21	49	62	63	68	66	92	18	47	63	79	60	61	94
Tantramar High	20	25	50	20	66	61	68	16	18	55	61	66	63	94
District 02 Average	**18**	**195**	**57**	**42**	**68**	**65**	**85**	**18**	**215**	**60**	**81**	**62**	**62**	**95**
Belleisle Reg. High	38	16	58	38	68	65	81	29	13	55	69	59	58	92
Hampton High	25	43	59	56	66	64	86	25	50	62	80	65	64	98
Kennebecasis Valley High	8	20	61	55	67	66	90	11	23	58	78	67	64	96
PALS (Sussex)	--	--	--	--	--	--	--	100	7	64	100	58	60	100
Rothesay High	12	15	53	27	63	61	67	9	12	54	68	62	60	83
Sussex Reg. High	40	77	58	51	63	61	74	38	76	60	80	64	63	93
District 06 Average	**22**	**171**	**58**	**49**	**65**	**63**	**79**	**22**	**181**	**60**	**79**	**64**	**63**	**95**
Harbour View High	17	35	63	63	69	67	94	16	37	60	90	62	61	100
Saint John High	7	19	40	37	69	61	74	9	23	55	74	61	59	87
Simonds High	29	75	54	39	61	59	65	26	71	58	75	58	58	84
St. Malachy's High	10	19	55	37	65	62	79	21	38	60	76	58	59	90
St. Vincent's High	--	--	--	--	--	--	--	50	1	43	0	55	51	100
District 08 Average	**16**	**148**	**54**	**44**	**64**	**62**	**75**	**18**	**170**	**58**	**78**	**59**	**59**	**89**
Campobello Island	33	3	54	33	59	58	67	--	--	--	--	--	--	--
Fundy High	24	23	57	39	64	62	74	20	22	55	77	63	61	82
Grand Manan High	42	11	64	73	60	62	64	28	8	59	75	66	65	100
Sir James Dunn Academy	6	2	61	50	78	73	100	11	4	48	50	64	59	100
St. Stephen High	22	29	58	41	70	66	83	26	34	56	74	61	59	85
District 10 Average	**23**	**68**	**59**	**46**	**66**	**64**	**77**	**21**	**68**	**55**	**74**	**62**	**60**	**87**

Pass mark changed from 50% to 60% in 2002-2003.

School	English 113 2002-2003 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 2001-2002 % Enrolled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	29	7	69	86	71	70	101	25	5	62	100	67	66	100
Carleton North Senior	18	24	56	33	68	65	83	27	38	59	79	66	64	97
Hartland High	17	11	50	18	68	63	91	11	7	55	57	61	60	85
John Caldwell	29	20	44	20	67	60	50	49	29	58	72	70	66	100
Nackawic Senior	19	11	54	46	68	64	64	29	26	53	62	64	60	96
Saint Mary's Academy	11	1	67	100	60	62	100	20	3	43	33	51	49	67
Southern Victoria	31	19	50	32	72	66	100	35	30	54	63	56	55	80
Tobique Valley High	20	10	58	50	75	71	90	49	19	58	79	73	68	100
Woodstock High	28	37	60	54	72	69	95	25	40	60	83	65	64	98
District 14 Average	**23**	**140**	**55**	**41**	**70**	**66**	**84**	**29**	**197**	**57**	**73**	**65**	**63**	**94**
Bathurst High	30	45	63	67	66	65	93	34	66	61	85	64	64	100
Dalhousie Reg. High	36	28	54	36	70	65	89	23	19	59	90	58	58	84
Sugarloaf Senior High	33	27	63	59	64	64	85	21	22	65	82	55	58	95
District 15 Average	**32**	**100**	**60**	**56**	**67**	**65**	**90**	**28**	**107**	**61**	**85**	**61**	**61**	**96**
Blackville Rural High	26	8	62	63	65	64	100	37	13	59	92	65	64	100
Bonar Law Memorial	41	24	62	67	67	66	92	33	22	65	86	61	62	91
James M. Hill Memorial	14	22	48	5	68	63	82	17	28	53	57	70	65	100
Miramichi Valley High	15	34	48	18	66	61	68	17	31	53	52	60	58	84
North and South Esk Reg.	24	12	54	42	69	65	83	22	10	49	50	73	66	100
District 16 Average	**19**	**100**	**54**	**33**	**67**	**63**	**81**	**21**	**104**	**56**	**65**	**65**	**62**	**93**
Cambridge Narrows	20	2	70	100	67	68	100	21	3	52	33	63	60	100
Chipman Jr./Sr. High	35	14	55	57	69	65	77	38	20	60	90	60	61	90
Minto Memorial High	15	7	51	0	71	66	86	23	17	58	88	66	64	100
Oromocto Senior High	27	63	57	44	65	63	71	23	60	61	90	67	65	97
District 17 Average	**26**	**86**	**56**	**44**	**66**	**63**	**74**	**25**	**100**	**60**	**88**	**66**	**64**	**96**
Doaktown Consolidated	24	5	52	40	75	68	80	16	4	60	75	52	55	75
Fredericton High	6	24	54	25	72	66	88	9	35	58	83	66	64	97
Harvey High	32	12	60	58	73	69	100	37	18	71	89	70	70	100
Leo Hayes High	15	51	56	43	69	65	88	11	37	61	84	61	61	92
McAdam High	19	4	62	75	75	71	100	21	3	61	100	72	69	100
Stanley Regional High	21	6	52	33	66	62	67	13	4	71	100	75	74	100
Upper Miramichi Regional	30	9	63	78	68	67	100	20	6	61	83	69	67	100
District 18 Average	**13**	**111**	**57**	**44**	**70**	**66**	**89**	**12**	**107**	**62**	**85**	**65**	**64**	**95**
Provincial Average	**20**	**1119**	**55**	**43**	**66**	**64**	**82**	**20**	**1249**	**58**	**77**	**62**	**62**	**94**

French Second Language Oral Proficiency Assessment

Background

The French Second Language Oral Proficiency Assessment is designed to rate the performance of individual students on the New Brunswick Oral Proficiency Scale. (See Appendix C.) All grade 12 students enrolled in a French course, or a subject course taught in French, are eligible for this evaluation. In 2002-2003, 1751 students were evaluated.

The method used to rate pupils' speaking proficiency in French is the individual oral interview. Evaluators trained to use this procedure visit high schools each semester to conduct interviews. During each interview, which usually lasts between 15 to 30 minutes, the evaluator elicits a language sample that can then be rated according to the criteria of the New Brunswick Oral Proficiency Scale. Once results are finalized, each student receives an official Certificate of Oral Proficiency in French as a Second Language indicating the level achieved.

This assessment, which has been used in New Brunswick for over 25 years, allows the Department of Education to monitor program results and student achievement over time. It provides a means of judging student achievement according to a measure that has currency and credibility in a larger context: the New Brunswick Oral Proficiency Scale is used by provincial government departments and agencies to measure the second language proficiency of employees in both French and English; the federal government and many educational institutions around the world also use prototypes of this scale. For students, this assessment underscores the link between what is learned in school and what is valued in the world beyond the classroom.

Findings

Approximately 75% of the grade 12 students assessed in 2002-2003 were in Core French, Late Immersion, or Early Immersion. (See chart below.) Of the remaining 25%, some were in programs that were being piloted and are being phased out, some had been in more than one program (e.g. started out in Immersion, changed to Core), and some were from families where French is spoken in the home.

PERCENTAGE OF PUPILS AT 5 LEVELS OF ORAL PROFICIENCY BY PROGRAM

	Basic or Higher		**Basic Plus or Higher**		**Intermediate* or Higher**		**Intermediate ** Plus or Higher**		**Advanced*** or Higher**		***n***	***n***
Year:	'02-'03	'01-'02	'02-'03	'01-'02	'02-'03	'01-'02	'02-'03	'01-'02	'02-'03	'01-'02	'02-'03	'01-'02
Core	93%	94%	59%	64%	18%	22%	2%	2%	0%	0%	238	305
Extended Core	100%	100%	88%	86%	50%	71%	0%	21%	0%	0%	16	14
Late Immersion	100%	100%	99%	100%	92%	95%	43%	40%	6%	7%	666	601
Partial Immersion	100%	100%	100%	100%	98%	100%	88%	78%	35%	24%	49	50
Middle Immersion	100%	100%	100%	100%	100%	99%	67%	65%	17%	16%	194	181
Early Immersion	100%	100%	100%	100%	99%	100%	79%	81%	28%	25%	409	440

* Goal for Core Program
** Goal for Late Immersion Program
*** Goal for Early Immersion Program

Core Program

The goal of the Core French program is the Intermediate level on the New Brunswick Oral Proficiency Scale; the expectation is that most students in this program will reach at least a Basic Plus level, which denotes significant "survival skills" in the target language. In 2002-2003, 18% of students reached the Intermediate level or higher and 59% reached Basic Plus or higher. There was no significant difference between the achievement of males and females in the Core French program.

Late Immersion

The goal of the Late Immersion program is the Intermediate Plus level of proficiency and the expectation is that most students will reach at least an Intermediate level. In 2002-2003, 43% of students reached the Intermediate Plus or higher level, whereas 92% were at an Intermediate or higher level. At this level, in addition to "survival skills", students have the facility to manage many aspects of daily life and to socialize in French. There were no significant differences in performance between males and females in this program.

Early Immersion

The goal of the Early Immersion Program is the Advanced level of proficiency and the expectation is that most students will reach at least an Intermediate Plus level. In 2002-2003, 28% of students were at the Advanced level or above and 79% were at Intermediate Plus or above. This level of proficiency indicates significant ability to use French in school- and work-related settings, as well as in informal social situations. Again, there were no significant differences in the achievement of males and females in this program.

Comments

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale, but rather covers a range of accomplishment. The addition of a "Plus" to a level designation indicates a performance that in some respects exceeds the basic requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. The grade 12 pupils with the strongest overall speaking ability were enrolled in Early Immersion, followed, in order, by those in Partial Immersion, Middle Immersion, Late Immersion, Extended Core, and Core French.

Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student's skill in communicating effectively in French. In second language acquisition, it is axiomatic that exposure to good models and time to practise are essential components of the opportunity to learn. The results of this assessment, in great part, reflect this reality.

In reading the following chart, you can see that a total of 45 students at Tantramar High participated in this assessment. From this number, 20 students were in the Early Immersion program with 5% of them achieving the Basic Plus level of proficiency, 20% Intermediate, 50% Intermediate Plus, and 25% Advanced.

Grade 12 FSL 2002-2003

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	14	0	21.4	57.1	21.4	0	0	0	0
	Early Imm	20	0	0	5.0	20.0	50.0	25.0	0	0
	Late Imm	1	0	0	0	0	100.0	0	0	0
	Middle Imm	10	0	0	0	50.0	40.0	10.0	0	0
	SCHOOL	45	0	6.7	20.0	26.7	33.3	13.3	0	0
Harrison Trimble High	Core	4	25.0	50.0	25.0	0	0	0	0	0
	Early Imm	32	0	0	0	9.4	56.3	25.0	6.3	3.1
	Late Imm	3	0	33.3	0	33.3	33.3	0	0	0
	Middle Imm	2	0	0	0	50.0	50.0	0	0	0
	SCHOOL	41	2.4	7.3	2.4	12.2	48.8	19.5	4.9	2.4
Moncton High	Core	5	0	60.0	40.0	0	0	0	0	0
	Early Imm	58	0	0	3.4	31.0	46.6	19.0	0	0
	Late Imm	10	0	20.0	10.0	50.0	20.0	0	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	SCHOOL	74	0	6.8	6.8	31.1	40.5	14.9	0	0
Bernice MacNaughton	Early Imm	43	0	0	0	27.9	53.5	18.6	0	0
	Late Imm	6	0	0	16.7	83.3	0	0	0	0
	Middle Imm	9	0	0	0	66.7	33.3	0	0	0
	SCHOOL	58	0	0	1.7	39.7	44.8	13.8	0	0
Riverview High	Core Imm	3	0	66.7	33.3	0	0	0	0	0
	Early Imm	50	0	0	0	44.0	46.0	8.0	2.0	0
	Late Imm	26	0	0	34.6	50.0	11.5	3.8	0	0
	SCHOOL	79	0	2.5	12.7	44.3	32.9	6.3	1.3	0
Petitcodiac Reg. High	Early	2	0	0	0	0	100.0	0	0	0
	Late Imm	2	0	0	0	100.0	0	0	0	0
	Middle Imm	38	0	0	0	60.5	34.2	5.3	0	0
	SCHOOL	42	0	0	0	59.5	35.7	4.8	0	0

Grade 12 FSL 2002-2003

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong High	Early Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	1	0	0	0	0	0	100.0	0	0
	Middle Imm	25	0	0	4.0	40.0	52.0	4.0	0	0
	SCHOOL	27	0	0	3.7	37.0	51.9	7.4	0	0
Caledonia Regional High	Late Imm	15	0	0	6.7	66.7	6.7	13.3	6.7	0
	SCHOOL	15	0	0	6.7	66.7	6.7	13.3	6.7	0
District 02		**381**	**.3**	**3.4**	**7.3**	**37.5**	**38.6**	**11.5**	**1.0**	**.3**
Sussex High	Core	9	0	22.2	66.7	11.1	0	0	0	0
	Early Imm	29	0	0	0	3.4	86.2	10.3	0	0
	Late Imm	33	0	0	3.0	45.5	51.5	0	0	0
	SCHOOL	71	0	2.8	9.9	23.9	59.2	4.2	0	0
Rothesay High	Core	2	0	0	100.0	0	0	0	0	0
	Early Imm	15	0	0	0	0	26.7	66.7	6.7	0
	Late Imm	36	0	0	13.9	47.2	36.1	2.8	0	0
	Middle Imm	1	0	0	0	0	0	100.0	0	0
	SCHOOL	54	0	0	13.0	31.5	31.5	22.2	1.9	0
Kennebecasis Valley High	Core	10	0	0	100.0	0	0	0	0	0
	Early Imm	27	0	0	0	0	51.9	37.0	11.1	0
	Late Imm	54	0	0	7.4	51.9	37.0	3.7	0	0
	SCHOOL	91	0	0	15.4	30.8	37.4	13.2	3.3	0
Belleisle Regional High	Core	1	0	0	100.0	0	0	0	0	0
	Early Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	15	0	0	0	60.0	40.0	0	0	0
	SCHOOL	17	0	0	5.9	58.8	35.3	0	0	0
Hampton High	Early	17	0	0	0	5.9	94.1	0	0	0
	Late Imm	59	0	1.7	18.6	66.1	13.6	0	0	0
	SCHOOL	76	0	1.3	14.5	52.6	31.6	0	0	0
District 06		**309**	**0**	**1.0**	**12.9**	**36.2**	**39.8**	**8.7**	**1.3**	**0**

In reading the following chart, you can see that a total of 45 students at Tantramar High participated in this assessment. From this number, 20 students were in the Early Immersion program with 5% of them achieving the Basic Plus level of proficiency, 20% Intermediate, 50% Intermediate Plus, and 25% Advanced.

Grade 12 FSL 2002-2003

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	14	0	21.4	57.1	21.4	0	0	0	0
	Early Imm	20	0	0	5.0	20.0	50.0	25.0	0	0
	Late Imm	1	0	0	0	0	100.0	0	0	0
	Middle Imm	10	0	0	0	50.0	40.0	10.0	0	0
	SCHOOL	45	0	6.7	20.0	26.7	33.3	13.3	0	0
Harrison Trimble High	Core	4	25.0	50.0	25.0	0	0	0	0	0
	Early Imm	32	0	0	0	9.4	56.3	25.0	6.3	3.1
	Late Imm	3	0	33.3	0	33.3	33.3	0	0	0
	Middle Imm	2	0	0	0	50.0	50.0	0	0	0
	SCHOOL	41	2.4	7.3	2.4	12.2	48.8	19.5	4.9	2.4
Moncton High	Core	5	0	60.0	40.0	0	0	0	0	0
	Early Imm	58	0	0	3.4	31.0	46.6	19.0	0	0
	Late Imm	10	0	20.0	10.0	50.0	20.0	0	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	SCHOOL	74	0	6.8	6.8	31.1	40.5	14.9	0	0
Bernice MacNaughton	Early Imm	43	0	0	0	27.9	53.5	18.6	0	0
	Late Imm	6	0	0	16.7	83.3	0	0	0	0
	Middle Imm	9	0	0	0	66.7	33.3	0	0	0
	SCHOOL	58	0	0	1.7	39.7	44.8	13.8	0	0
Riverview High	Core Imm	3	0	66.7	33.3	0	0	0	0	0
	Early Imm	50	0	0	0	44.0	46.0	8.0	2.0	0
	Late Imm	26	0	0	34.6	50.0	11.5	3.8	0	0
	SCHOOL	79	0	2.5	12.7	44.3	32.9	6.3	1.3	0
Petitcodiac Reg. High	Early	2	0	0	0	0	100.0	0	0	0
	Late Imm	2	0	0	0	100.0	0	0	0	0
	Middle Imm	38	0	0	0	60.5	34.2	5.3	0	0
	SCHOOL	42	0	0	0	59.5	35.7	4.8	0	0

Grade 12 FSL 2002-2003

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong High	Early Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	1	0	0	0	0	0	100.0	0	0
	Middle Imm	25	0	0	4.0	40.0	52.0	4.0	0	0
	SCHOOL	27	0	0	3.7	37.0	51.9	7.4	0	0
Caledonia Regional High	Late Imm	15	0	0	6.7	66.7	6.7	13.3	6.7	0
	SCHOOL	15	0	0	6.7	66.7	6.7	13.3	6.7	0
District 02		**381**	**.3**	**3.4**	**7.3**	**37.5**	**38.6**	**11.5**	**1.0**	**.3**
Sussex High	Core	9	0	22.2	66.7	11.1	0	0	0	0
	Early Imm	29	0	0	0	3.4	86.2	10.3	0	0
	Late Imm	33	0	0	3.0	45.5	51.5	0	0	0
	SCHOOL	71	0	2.8	9.9	23.9	59.2	4.2	0	0
Rothesay High	Core	2	0	0	100.0	0	0	0	0	0
	Early Imm	15	0	0	0	0	26.7	66.7	6.7	0
	Late Imm	36	0	0	13.9	47.2	36.1	2.8	0	0
	Middle Imm	1	0	0	0	0	0	100.0	0	0
	SCHOOL	54	0	0	13.0	31.5	31.5	22.2	1.9	0
Kennebecasis Valley High	Core	10	0	0	100.0	0	0	0	0	0
	Early Imm	27	0	0	0	0	51.9	37.0	11.1	0
	Late Imm	54	0	0	7.4	51.9	37.0	3.7	0	0
	SCHOOL	91	0	0	15.4	30.8	37.4	13.2	3.3	0
Belleisle Regional High	Core	1	0	0	100.0	0	0	0	0	0
	Early Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	15	0	0	0	60.0	40.0	0	0	0
	SCHOOL	17	0	0	5.9	58.8	35.3	0	0	0
Hampton High	Early	17	0	0	0	5.9	94.1	0	0	0
	Late Imm	59	0	1.7	18.6	66.1	13.6	0	0	0
	SCHOOL	76	0	1.3	14.5	52.6	31.6	0	0	0
District 06		**309**	**0**	**1.0**	**12.9**	**36.2**	**39.8**	**8.7**	**1.3**	**0**

Grade 12 FSL 2002-2003

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	17	11.8	23.5	29.4	23.5	11.8	0	0	0
	Early Imm	14	0	0	0	35.7	42.9	21.4	0	0
	Late Imm	56	0	0	1.8	51.8	37.5	8.9	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	SCHOOL	88	2.3	4.5	6.8	43.2	34.1	9.1	0	0
Simonds High	Core	8	0	87.5	12.5	0	0	0	0	0
	Late Imm	41	0	0	2.4	48.8	41.5	7.3	0	0
	SCHOOL	49	0	14.3	4.1	40.8	34.7	6.1	0	0
St. Malachy's High	Core	9	0	22.2	66.7	11.1	0	0	0	0
	Early Imm	3	0	0	0	0	66.7	33.3	0	0
	Late Imm	34	0	0	5.9	41.2	50.0	2.9	0	0
	SCHOOL	46	0	4.3	17.4	32.6	41.3	4.3	0	0
Harbour View High	Core	15	20.0	40.0	33.3	6.7	0	0	0	0
	Early Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	48	0	0	2.1	56.3	31.3	10.4	0	0
	SCHOOL	64	4.7	9.4	9.4	45.3	23.4	7.8	0	0
District 08		**247**	**2.0**	**7.7**	**8.9**	**41.3**	**32.8**	**7.3**	**0**	**0**
Fundy High	Late	18	0	5.6	16.7	38.9	38.9	0	0	0
	SCHOOL	18	0	5.6	16.7	38.9	38.9	0	0	0
Sir James Dunn Academy	Core	4	0	25.0	50.0	25.0	0	0	0	0
	SCHOOL	4	0	25.0	50.0	25.0	0	0	0	0
St. Stephen High	Late Imm	17	0	0	0	35.3	52.9	11.8	0	0
	SCHOOL	17	0	0	0	35.3	52.9	11.8	0	0
District 10		**39**	**0**	**5.1**	**12.8**	**35.9**	**41.0**	**5.1**	**0**	**0**

Grade 12 FSL 2002-2003

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Nackawic Senior High	Late Imm	5	0	0	0	40.0	60.0	0	0	0
	SCHOOL	5	0	0	0	40.0	60.0	0	0	0
Hartland High	Core	3	33.3	66.7	0	0	0	0	0	0
	Extended Core	16	0	12.5	37.5	50.0	0	0	0	0
	SCHOOL	19	5.3	21.1	31.6	42.1	0	0	0	0
Woodstock High	Core	9	33.3	33.3	33.3	0	0	0	0	0
	Late Imm	18	0	0	11.1	38.9	50.0	0	0	0
	SCHOOL	27	11.1	11.1	18.5	25.9	33.3	0	0	0
Carleton North Senior High	Early Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	11	0	9.1	0	45.5	36.4	9.1	0	0
	SCHOOL	12	0	8.3	0	41.7	41.7	8.3	0	0
Southern Victoria High	Late Imm	17	0	0	0	17.6	64.7	17.6	0	0
	SCHOOL	17	0	0	0	17.6	64.7	17.6	0	0
Tobique Valley High	Core	13	0	46.2	23.1	30.8	0	0	0	0
	SCHOOL	13	0	46.2	23.1	30.8	0	0	0	0
John Caldwell School	Early Imm	9	0	0	0	0	33.3	66.7	0	0
	SCHOOL	9	0	0	0	0	33.3	66.7	0	0
District 14		**102**	**3.9**	**13.7**	**13.7**	**28.4**	**30.4**	**9.8**	**0**	**0**
Dalhousie Reg. High	Core	2	0	50.0	0	50.0	0	0	0	0
	Early Imm	13	0	0	0	7.7	30.8	53.8	7.7	0
	Late Imm	11	0	0	0	54.5	45.5	0	0	0
	SCHOOL	26	0	3.8	0	30.8	34.6	26.9	3.8	0
Sugarloaf Senior High	Early Imm	28	0	0	0	28.6	21.4	46.4	3.6	0
	SCHOOL	28	0	0	0	28.6	21.4	46.4	3.6	0
Bathurst High	Core	10	0	0	10.0	70.0	20.0	0	0	0
	Late Imm	15	0	0	0	46.7	40.0	13.3	0	0
	Partial Imm	49	0	0	2.0	10.2	53.1	32.7	2.0	0
	SCHOOL	74	0	0	2.7	25.7	45.9	24.3	1.4	0
District 15		**128**	**0**	**.8**	**1.6**	**27.3**	**38.3**	**29.7**	**2.3**	**0**

Grade 12 FSL 2002-2003

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	17	11.8	23.5	29.4	23.5	11.8	0	0	0
	Early Imm	14	0	0	0	35.7	42.9	21.4	0	0
	Late Imm	56	0	0	1.8	51.8	37.5	8.9	0	0
	Middle Imm	1	0	0	0	0	100.0	0	0	0
	SCHOOL	88	2.3	4.5	6.8	43.2	34.1	9.1	0	0
Simonds High	Core	8	0	87.5	12.5	0	0	0	0	0
	Late Imm	41	0	0	2.4	48.8	41.5	7.3	0	0
	SCHOOL	49	0	14.3	4.1	40.8	34.7	6.1	0	0
St. Malachy's High	Core	9	0	22.2	66.7	11.1	0	0	0	0
	Early Imm	3	0	0	0	0	66.7	33.3	0	0
	Late Imm	34	0	0	5.9	41.2	50.0	2.9	0	0
	SCHOOL	46	0	4.3	17.4	32.6	41.3	4.3	0	0
Harbour View High	Core	15	20.0	40.0	33.3	6.7	0	0	0	0
	Early Imm	1	0	0	0	100.0	0	0	0	0
	Late Imm	48	0	0	2.1	56.3	31.3	10.4	0	0
	SCHOOL	64	4.7	9.4	9.4	45.3	23.4	7.8	0	0
District 08		**247**	**2.0**	**7.7**	**8.9**	**41.3**	**32.8**	**7.3**	**0**	**0**
Fundy High	Late	18	0	5.6	16.7	38.9	38.9	0	0	0
	SCHOOL	18	0	5.6	16.7	38.9	38.9	0	0	0
Sir James Dunn Academy	Core	4	0	25.0	50.0	25.0	0	0	0	0
	SCHOOL	4	0	25.0	50.0	25.0	0	0	0	0
St. Stephen High	Late Imm	17	0	0	0	35.3	52.9	11.8	0	0
	SCHOOL	17	0	0	0	35.3	52.9	11.8	0	0
District 10		**39**	**0**	**5.1**	**12.8**	**35.9**	**41.0**	**5.1**	**0**	**0**

Grade 12 FSL 2002-2003

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Nackawic Senior High	Late Imm	5	0	0	0	40.0	60.0	0	0	0
	SCHOOL	5	0	0	0	40.0	60.0	0	0	0
Hartland High	Core	3	33.3	66.7	0	0	0	0	0	0
	Extended Core	16	0	12.5	37.5	50.0	0	0	0	0
	SCHOOL	19	5.3	21.1	31.6	42.1	0	0	0	0
Woodstock High	Core	9	33.3	33.3	33.3	0	0	0	0	0
	Late Imm	18	0	0	11.1	38.9	50.0	0	0	0
	SCHOOL	27	11.1	11.1	18.5	25.9	33.3	0	0	0
Carleton North Senior High	Early Imm	1	0	0	0	0	100.0	0	0	0
	Late Imm	11	0	9.1	0	45.5	36.4	9.1	0	0
	SCHOOL	12	0	8.3	0	41.7	41.7	8.3	0	0
Southern Victoria High	Late Imm	17	0	0	0	17.6	64.7	17.6	0	0
	SCHOOL	17	0	0	0	17.6	64.7	17.6	0	0
Tobique Valley High	Core	13	0	46.2	23.1	30.8	0	0	0	0
	SCHOOL	13	0	46.2	23.1	30.8	0	0	0	0
John Caldwell School	Early Imm	9	0	0	0	0	33.3	66.7	0	0
	SCHOOL	9	0	0	0	0	33.3	66.7	0	0
District 14		**102**	**3.9**	**13.7**	**13.7**	**28.4**	**30.4**	**9.8**	**0**	**0**
Dalhousie Reg. High	Core	2	0	50.0	0	50.0	0	0	0	0
	Early Imm	13	0	0	0	7.7	30.8	53.8	7.7	0
	Late Imm	11	0	0	0	54.5	45.5	0	0	0
	SCHOOL	26	0	3.8	0	30.8	34.6	26.9	3.8	0
Sugarloaf Senior High	Early Imm	28	0	0	0	28.6	21.4	46.4	3.6	0
	SCHOOL	28	0	0	0	28.6	21.4	46.4	3.6	0
Bathurst High	Core	10	0	0	10.0	70.0	20.0	0	0	0
	Late Imm	15	0	0	0	46.7	40.0	13.3	0	0
	Partial Imm	49	0	0	2.0	10.2	53.1	32.7	2.0	0
	SCHOOL	74	0	0	2.7	25.7	45.9	24.3	1.4	0
District 15		**128**	**0**	**.8**	**1.6**	**27.3**	**38.3**	**29.7**	**2.3**	**0**

Grade 12 FSL 2002-2003

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
			Percentage of Students at Each Level							
Miramichi Valley High	Core	11	0	18.2	54.5	27.3	0	0	0	0
	Early Imm	20	0	0	0	5.0	45.0	45.0	5.0	0
	Late Imm	21	0	0	14.3	52.4	33.3	0	0	0
	SCHOOL	52	0	3.8	17.3	28.8	30.8	17.3	1.9	0
North & South Esk Reg.	Core	10	10.0	30.0	50.0	10.0	0	0	0	0
	SCHOOL	10	10.0	30.0	50.0	10.0	0	0	0	0
Blackville School	Core	11	0	72.7	27.3	0	0	0	0	0
	SCHOOL	11	0	72.7	27.3	0	0	0	0	0
James M. Hill Memorial	Core	4	0	25.0	0	75.0	0	0	0	0
	Early Imm	2	0	0	0	0	100.0	0	0	0
	Late Imm	21	0	0	14.3	57.1	28.6	0	0	0
	SCHOOL	27	0	3.7	11.1	55.6	29.6	0	0	0
Bonar Law Memorial	Late Imm	22	0	0	0	0	77.3	22.7	0	0
	SCHOOL	22	0	0	0	0	77.3	22.7	0	0
District 16		**122**	**.8**	**11.5**	**16.4**	**25.4**	**33.6**	**11.5**	**.8**	**0**
Minto Memorial High	Early Imm	17	0	0	0	23.5	64.7	11.8	0	0
	SCHOOL	17	0	0	0	23.5	64.7	11.8	0	0
Cambridge Narrows School	Core	1	0	0	100.0	0	0	0	0	0
	SCHOOL	1	0	0	100.0	0	0	0	0	0
Chipman Forest Ave.	Core	10	0	30.0	70.0	0	0	0	0	0
	SCHOOL	10	0	30.0	70.0	0	0	0	0	0
Oromocto High	Core	10	20.0	30.0	50.0	0	0	0	0	0
	Early Imm	3	0	0	0	0	66.7	33.3	0	0
	Late Imm	32	0	0	0	31.3	59.4	9.4	0	0
	Middle Imm	1	0	0	0	100.0	0	0	0	0
	SCHOOL	46	4.3	6.5	10.9	23.9	45.7	8.7	0	0
District 17		**74**	**2.7**	**8.1**	**17.6**	**20.3**	**43.2**	**8.1**	**0**	**0**

Grade 12 FSL 2002-2003

School	Program	No. of Students	Percentage of Students at Each Level Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Doaktown Consolidated	Core	5	0	60.0	40.0	0	0	0	0	0
	SCHOOL	5	0	60.0	40.0	0	0	0	0	0
Stanley Regional High	Core	4	0	75.0	0	25.0	0	0	0	0
	SCHOOL	4	0	75.0	0	25.0	0	0	0	0
Fredericton High	Core	10	0	80.0	20.0	0	0	0	0	0
	Early Imm	3	0	0	0	0	66.7	33.3	0	0
	Late Imm	8	0	0	0	75.0	25.0	0	0	0
	Middle Imm	52	0	0	0	13.5	65.4	19.2	1.9	0
	SCHOOL	73	0	11.0	2.7	17.8	52.1	15.1	1.4	0
Leo Hayes High	Core	13	15.4	23.1	38.5	23.1	0	0	0	0
	Late Imm	10	0	0	0	80.0	20.0	0	0	0
	Middle Imm	54	0	0	0	18.5	50.0	31.5	0	0
	SCHOOL	77	2.6	3.9	6.5	27.3	37.7	22.1	0	0
McAdam High	Core	2	50.0	0	0	50.0	0	0	0	0
	SCHOOL	2	50.0	0	0	50.0	0	0	0	0
Harvey High	Core	9	0	11.1	44.4	44.4	0	0	0	0
	SCHOOL	9	0	11.1	44.4	44.4	0	0	0	0
District 18		**170**	**1.8**	**10.6**	**7.6**	**23.5**	**39.4**	**16.5**	**.6**	**0**
Province		**1572**	**1.0**	**5.7**	**10.0**	**33.1**	**37.3**	**11.9**	**.8**	**.1**

Grade 12 FSL 2002-2003

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Miramichi Valley High	Core	11	0	18.2	54.5	27.3	0	0	0	0
	Early Imm	20	0	0	0	5.0	45.0	45.0	5.0	0
	Late Imm	21	0	0	14.3	52.4	33.3	0	0	0
	SCHOOL	52	0	3.8	17.3	28.8	30.8	17.3	1.9	0
North & South Esk Reg.	Core	10	10.0	30.0	50.0	10.0	0	0	0	0
	SCHOOL	10	10.0	30.0	50.0	10.0	0	0	0	0
Blackville School	Core	11	0	72.7	27.3	0	0	0	0	0
	SCHOOL	11	0	72.7	27.3	0	0	0	0	0
James M. Hill Memorial	Core	4	0	25.0	0	75.0	0	0	0	0
	Early Imm	2	0	0	0	0	100.0	0	0	0
	Late Imm	21	0	0	14.3	57.1	28.6	0	0	0
	SCHOOL	27	0	3.7	11.1	55.6	29.6	0	0	0
Bonar Law Memorial	Late Imm	22	0	0	0	0	77.3	22.7	0	0
	SCHOOL	22	0	0	0	0	77.3	22.7	0	0
District 16		**122**	**.8**	**11.5**	**16.4**	**25.4**	**33.6**	**11.5**	**.8**	**0**
Minto Memorial High	Early Imm	17	0	0	0	23.5	64.7	11.8	0	0
	SCHOOL	17	0	0	0	23.5	64.7	11.8	0	0
Cambridge Narrows School	Core	1	0	0	100.0	0	0	0	0	0
	SCHOOL	1	0	0	100.0	0	0	0	0	0
Chipman Forest Ave.	Core	10	0	30.0	70.0	0	0	0	0	0
	SCHOOL	10	0	30.0	70.0	0	0	0	0	0
Oromocto High	Core	10	20.0	30.0	50.0	0	0	0	0	0
	Early Imm	3	0	0	0	0	66.7	33.3	0	0
	Late Imm	32	0	0	0	31.3	59.4	9.4	0	0
	Middle Imm	1	0	0	0	100.0	0	0	0	0
	SCHOOL	46	4.3	6.5	10.9	23.9	45.7	8.7	0	0
District 17		**74**	**2.7**	**8.1**	**17.6**	**20.3**	**43.2**	**8.1**	**0**	**0**

Grade 12 FSL 2002-2003

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Doaktown Consolidated	Core	5	0	60.0	40.0	0	0	0	0	0
	SCHOOL	5	0	60.0	40.0	0	0	0	0	0
Stanley Regional High	Core	4	0	75.0	0	25.0	0	0	0	0
	SCHOOL	4	0	75.0	0	25.0	0	0	0	0
Fredericton High	Core	10	0	80.0	20.0	0	0	0	0	0
	Early Imm	3	0	0	0	0	66.7	33.3	0	0
	Late Imm	8	0	0	0	75.0	25.0	0	0	0
	Middle Imm	52	0	0	0	13.5	65.4	19.2	1.9	0
	SCHOOL	73	0	11.0	2.7	17.8	52.1	15.1	1.4	0
Leo Hayes High	Core	13	15.4	23.1	38.5	23.1	0	0	0	0
	Late Imm	10	0	0	0	80.0	20.0	0	0	0
	Middle Imm	54	0	0	0	18.5	50.0	31.5	0	0
	SCHOOL	77	2.6	3.9	6.5	27.3	37.7	22.1	0	0
McAdam High	Core	2	50.0	0	0	50.0	0	0	0	0
	SCHOOL	2	50.0	0	0	50.0	0	0	0	0
Harvey High	Core	9	0	11.1	44.4	44.4	0	0	0	0
	SCHOOL	9	0	11.1	44.4	44.4	0	0	0	0
District 18		**170**	**1.8**	**10.6**	**7.6**	**23.5**	**39.4**	**16.5**	**.6**	**0**
Province		**1572**	**1.0**	**5.7**	**10.0**	**33.1**	**37.3**	**11.9**	**.8**	**.1**

Percentage of Grade 12 Core Students Achieving
the Program Goal of **Intermediate** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'02-03	**'01-'02**	**'02-03**	**'01-'02**
02	Moncton	26	46	12%	35%
06	Rothesay	22	39	5%	28%
08	Saint John	49	56	16%	20%
10	St. Stephen	4	5	25%	40%
14	Woodstock	25	38	16%	18%
15	Dalhousie	12	4	83%	50%
16	Miramichi	36	35	19%	11%
17	Oromocto	21	21	0%	10%
18	Fredericton	43	61	21%	20%
		238	305	18%	22%
		(Provincial Total)		(Provincial Average)	

Percentage of Late Immersion Students Achieving
the Program Goal of **Intermediate Plus** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'02-03	**'01-'02**	**'02-03**	**'01-'02**
02	Moncton	64	52	20%	37%
06	Rothesay	197	192	34%	32%
08	Saint John	179	125	47%	45%
10	St. Stephen	35	51	51%	35%
14	Woodstock	51	41	61%	32%
15	Dalhousie	26	20	50%	60%
16	Miramichi	64	48	55%	44%
17	Oromocto	32	33	69%	55%
18	Fredericton	18	39	22%	59%
		666	601	43%	40%
		(Provincial Total)		(Provincial Average)	

Percentage of Early Immersion Students Achieving the Program Goal of **Advanced** or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'02-03	**'01-'02**	**'02-'03**	**'01-'02**
02	Moncton	206	205	19%	19%
06	Rothesay	89	84	30%	33%
08	Saint John	18	46	22%	28%
10	St. Stephen	--	1	--	0%
14	Woodstock	10	16	60%	50%
15	Dalhousie	41	28	54%	36%
16	Miramichi	22	45	46%	27%
17	Oromocto	20	9	15%	11%
18	Fredericton	3	6	33%	0%
		409	440	28%	25%
		(Provincial Total)		(Provincial Average)	

MIDDLE LEVEL RESULTS

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

and

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Middle Level English Language Proficiency Assessment

Background

In the fall of their 8th grade year, all students write a language arts assessment to measure proficiency in the English language. The assessment, designed in New Brunswick, includes four components, two to assess reading and two for writing. To succeed on the assessment, students need to achieve an acceptable rating on three of the four components.

The assessment is intended to identify for parents, schools and districts students who might benefit from intervention. The administration of the assessment is timed so that strategies can be developed by parents and teachers for each student requiring extra help. The number of students exempted remains low, at 3% in 2002-2003. Many of New Brunswick's special needs students are included in this assessment.

Success on this assessment, or its equivalent, is now necessary to meet the literacy requirement needed to gain a New Brunswick graduation diploma from the anglophone program.

Findings

- In October 2002, 6376 students wrote the Middle Level English Language Proficiency Assessment. Sixty-four percent of the students were enrolled in the regular program and 36% in French Immersion.
- Seventy-three percent of those who wrote were successful on the assessment, which is up from 71% the previous year.
- In reading, students were a bit less successful in 2002-2003 than in 2001-2002 on the selected response questions, with 69% achieving acceptable or better compared to 70% last year. Success on the constructed response reading component rose, with 72% of students at acceptable or better in 2002-2003 compared to 69% previously.
- Success rates on the demand writing component were the same as for the previous year with 81% of students performing at acceptable or better; similarly, process writing remained at 85%.
- Females were again more successful than males, with 78% of the girls and 67% of the boys successful overall.
- Students in the Early and Intermediate French Immersion programs were considerably more successful than students in the regular program, with a success rate of 90% compared to 63%. While males in French Immersion programs fell six points behind females (86% to 92% successful), males in the English program were considerably less successful than females, at 58% and 68% respectively.
- The English Language Proficiency Assessment or its equivalent is a requirement for receiving the New Brunswick high school diploma from the English program, thus ensuring emphasis on students' literacy skills. Sixty-eight percent of high school students who wrote the English Language Proficiency Reassessment in 2002-2003 earned a successful rating, while the number of potential graduates not succeeding in their efforts to acquire the literacy credential was negligible.

Middle Level English Language Proficiency Assessment 2002-2003

In reading the following chart, you can see that 84 students at Marshview Middle School participated in the Middle Level English Language Proficiency Assessment in the fall of 2002. Seventy percent of these students performed at acceptable or better levels on Reading I, and 83% were at that level on Reading II. For writing, 89% of the students were at acceptable or better for the Demand task, and the figure was 81% for Process Writing. Overall, 80% of the students achieved a successful rating.

		% ACCEPTABLE OR ABOVE				
SCHOOL	NO. OF STUDENTS	READING I	READING II	DEMAND	PROCESS	% SUCCESSFUL
DORCHESTER CONS	13	85	77	77	92	85
MARSHVIEW MID	84	70	83	89	81	80
PORT ELGIN	34	65	71	91	85	77
BEAVERBROOK	39	56	59	59	87	62
BESSBOROUGH	39	77	67	74	90	69
BIRCHMOUNT	81	75	69	82	88	75
HILLCREST	58	71	74	78	69	69
MAGNETIC HILL	52	67	77	85	89	77
QUEEN ELIZABETH	61	71	64	75	85	64
RIVERVIEW MIDDLE	267	76	82	85	75	78
SHEDIAC CAPE	27	56	63	74	78	59
SUNNY BRAE	73	70	73	86	90	74
LEWISVILLE	105	70	80	91	98	84
EDITH CAVELL	29	69	66	86	90	76
LOU MACNARIN	42	52	67	79	79	64
EVERGREEN PARK	84	73	83	88	91	87
HAVELOCK	17	59	59	88	77	65
PETITCODIAC	62	63	53	87	95	65
SALISBURY MIDDLE	77	69	69	83	87	74
CALEDONIA	48	60	79	65	56	56
RIVERSIDE	6	17	83	100	100	83
DISTRICT 02	**1298**	**69**	**74**	**83**	**84**	**74**
SUSSEX MIDDLE	221	70	68	78	79	70
HAMPTON MIDDLE	150	65	77	76	85	73
MACDONALD CONS	39	77	80	67	69	74
HARRY MILLER	90	86	80	96	96	86
ROTHESAY PARK	104	79	89	91	89	89
BELLEISLE	37	68	68	81	95	73
QUISPAMSIS MIDDLE	203	83	83	89	93	85
DISTRICT 06	**844**	**75**	**77**	**83**	**87**	**78**
BARNHILL	82	77	82	84	83	78
BEACONSFIELD	72	65	71	76	97	72
FOREST HILLS	94	55	46	78	85	54
HAZEN-WHITE/ST FRA	12	67	58	83	100	75
LORNE	59	46	56	68	85	53
PRINCE CHARLES	18	67	72	72	89	72
PRINCESS ELIZABETH	95	66	71	77	66	65
SIMONDS MIDDLE	76	57	58	59	66	54
ST MARTINS	11	64	82	100	91	91

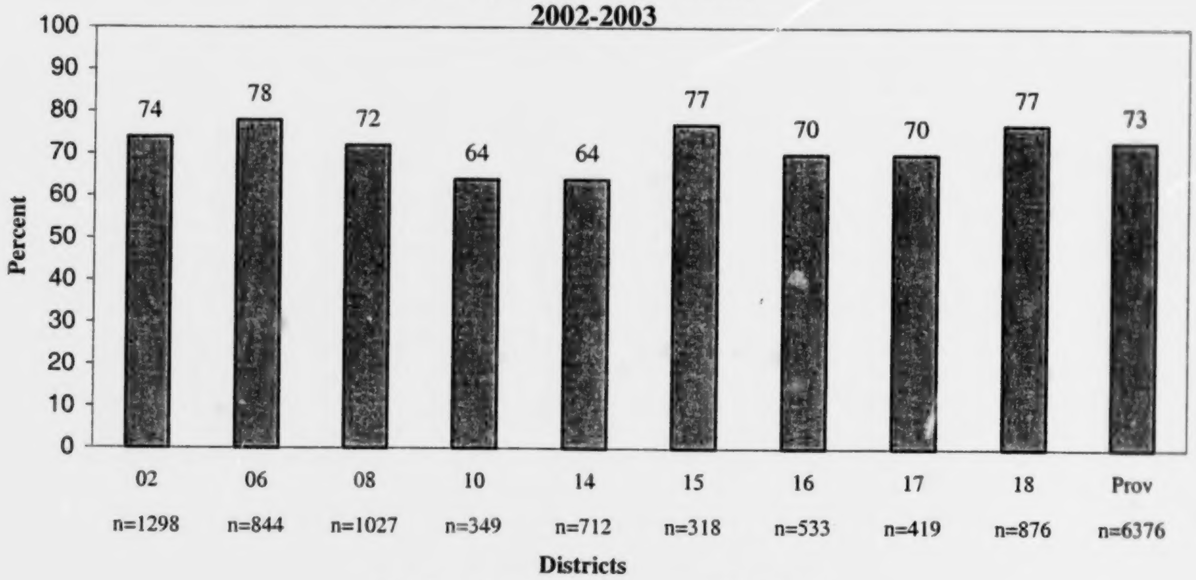
Middle Level English Language Proficiency Assessment 2002-2003

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING 1	READING II	DEMAND	PROCESS	
SAINT ROSE	89	78	70	83	83	76
MILLIDGEVILLE	51	92	94	92	92	90
BAYSIDE MIDDLE	189	76	77	94	95	86
ST JOHN THE BAPT	23	78	91	70	83	78
RIVER VALLEY MID	143	62	68	81	87	70
FUNDY SHORES	13	69	69	100	85	77
DISTRICT 08	**1027**	**68**	**70**	**81**	**85**	**72**
DEER ISLAND	7	86	86	100	100	86
FUNDY	106	56	64	64	77	59
GRAND MANAN	39	69	69	74	56	69
CAMPOBELLO	14	50	64	57	57	57
SIR JAMES DUNN	25	64	84	72	64	72
ST. STEPHEN MID	158	63	63	70	83	64
DISTRICT 10	**349**	**61**	**66**	**69**	**76**	**64**
CANTERBURY	24	58	71	79	100	67
KESWICK VALLEY	29	45	55	66	83	59
NACKAWIC MID	70	63	71	74	87	73
WOODSTOCK MID	174	70	68	80	78	70
HARTLAND	55	73	73	89	93	76
BATH MIDDLE	32	41	50	66	50	44
CENTREVILLE MID	24	83	83	96	96	83
FLORENCEVILLE MID	77	69	64	74	71	65
PERTH ANDOVER	87	52	61	68	86	58
TOBIQUE VALLEY	53	55	64	74	87	62
JOHN CALDWELL	70	47	50	66	84	47
ST MARY'S ACAD	17	41	59	65	65	41
DISTRICT 14	**712**	**61**	**65**	**75**	**82**	**64**
JACQUET RIVER	47	57	77	72	85	70
DALHOUSIE MIDDLE	43	74	84	91	100	88
CAMPBELLTON MID	65	55	62	83	91	65
SUPERIOR MIDDLE	163	79	79	91	98	82
DISTRICT 15	**318**	**70**	**76**	**87**	**95**	**77**
TABUSINTAC RURAL	14	29	43	43	71	29
HARKINS MIDDLE	181	69	81	80	86	74
NORTH & SOUTH ESK	42	74	83	86	93	83
MILLERTON	18	72	78	89	94	78
BLACKVILLE	40	73	85	93	100	90
MIRAMICHI RURAL	8	88	63	100	100	88
NELSON RURAL	35	71	77	80	94	71
DR LOSIER MIDDLE	120	65	63	73	82	63
ELEANOR W GRAHAM	75	56	69	59	91	60
DISTRICT 16	**533**	**66**	**74**	**76**	**88**	**70**

Middle Level English Language Proficiency Assessment 2002-2003

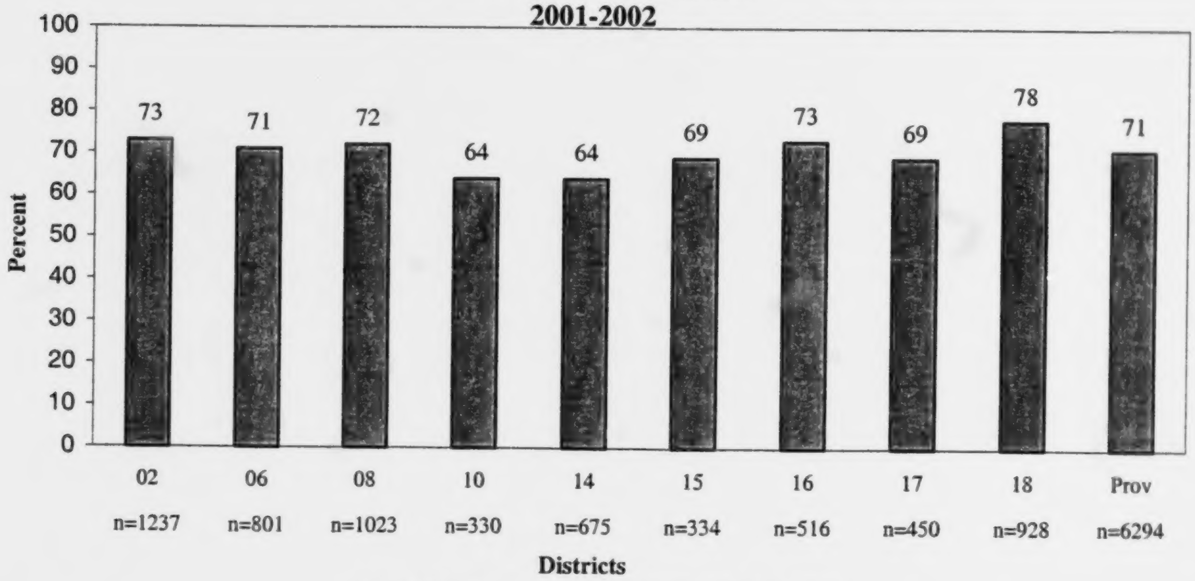
		% ACCEPTABLE OR ABOVE				
SCHOOL	NO. OF STUDENTS	READING 1	READING II	DEMAND	PROCESS	% SUCCESSFUL
COLES ISLAND	10	60	80	80	100	70
MINTO ELEM/MID	63	60	56	71	89	65
CAMBRIDGE-NARROWS	9	78	56	89	78	78
CHIPMAN FOREST AV	39	74	67	87	74	72
SUNBURY WEST	49	53	57	71	71	55
HAROLD PETERSON	118	79	79	77	86	76
RIDGEVIEW MIDDLE	115	61	76	81	83	70
GAGETOWN	16	100	81	69	81	88
DISTRICT 17	**419**	**68**	**70**	**78**	**83**	**70**
DOAKTOWN	11	36	82	82	91	73
UPPER MIRAMICHI	28	68	54	64	68	50
STANLEY	28	57	64	64	82	61
ALBERT ST	200	79	83	91	95	82
DEVON MID	123	57	54	65	78	55
KESWICK RIDGE	19	74	58	90	90	79
GEORGE ST MID	180	81	84	95	92	88
NASHWAAKSIS MID	217	73	77	88	89	79
MCADAM	24	50	63	92	75	63
HARVEY	46	78	89	89	91	85
DISTRICT 18	**876**	**72**	**75**	**85**	**88**	**77**
PROVINCE	**6376**	**69**	**72**	**81**	**85**	**73**

Middle Level English Language Proficiency Assessment
Percent Successful by District
2002-2003



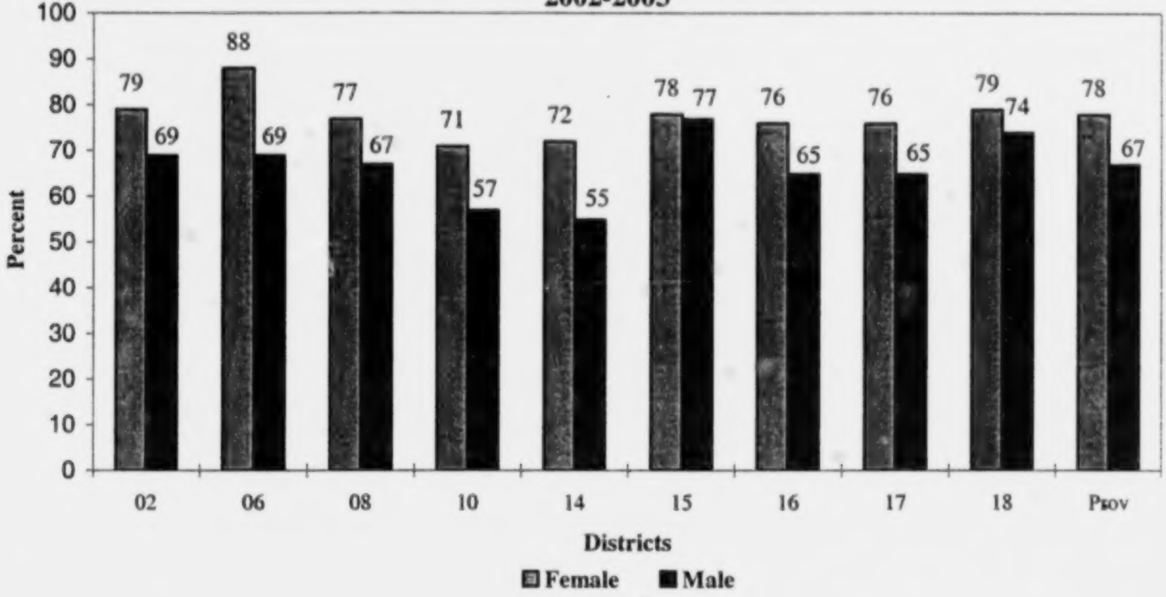
n = total number of students assessed in district

Middle Level English Language Proficiency Assessment
Percent Successful by District
2001-2002

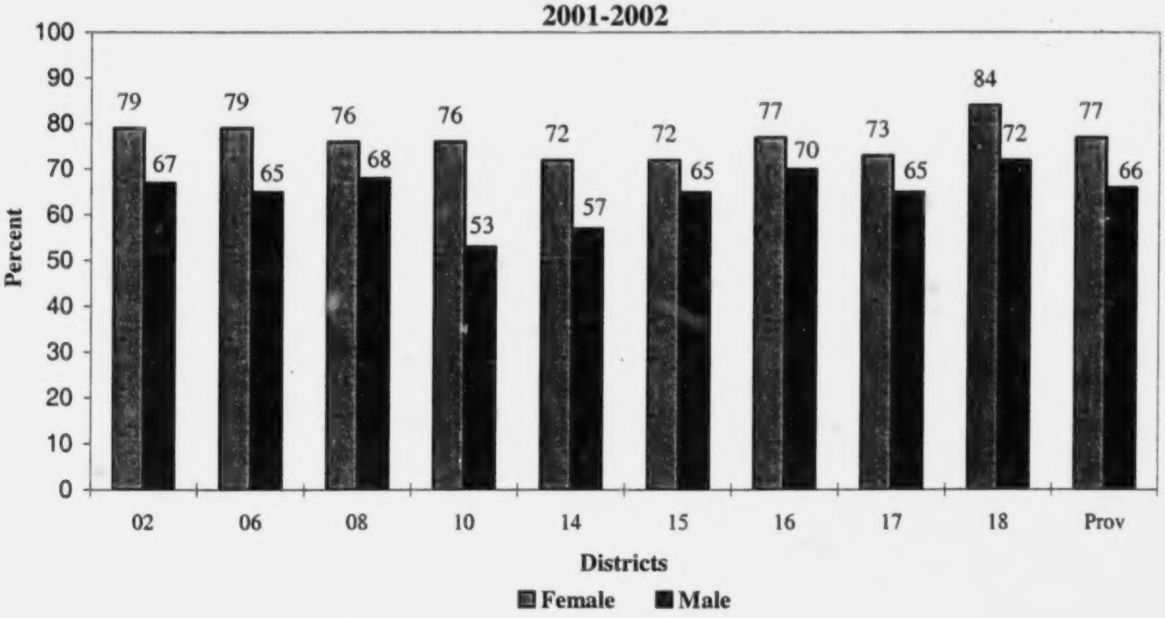


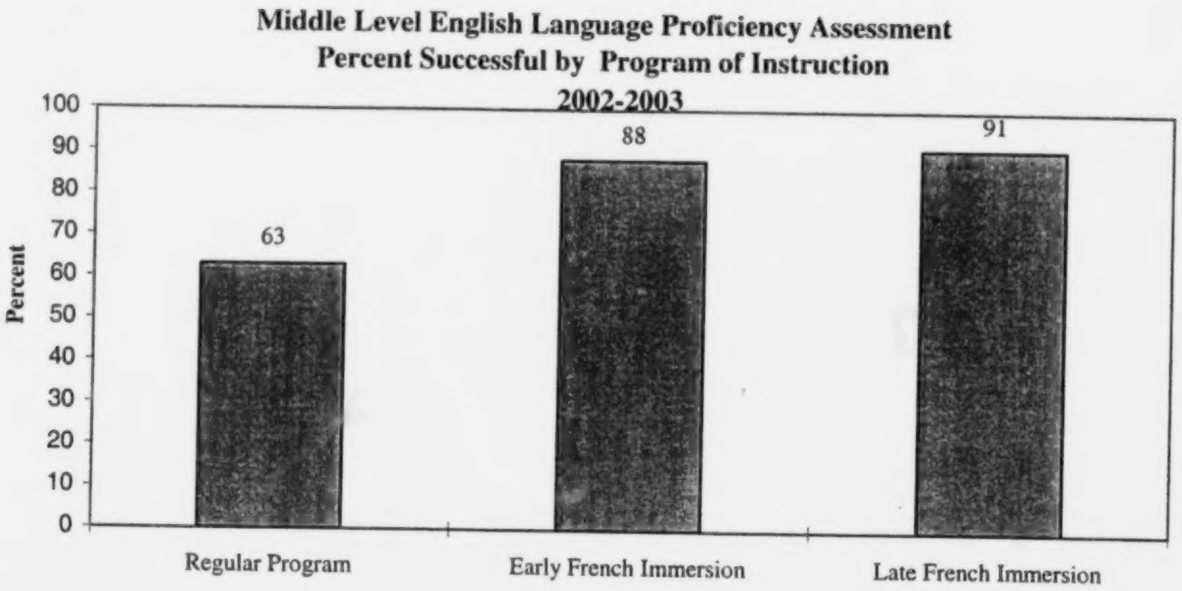
n = total number of students assessed in district

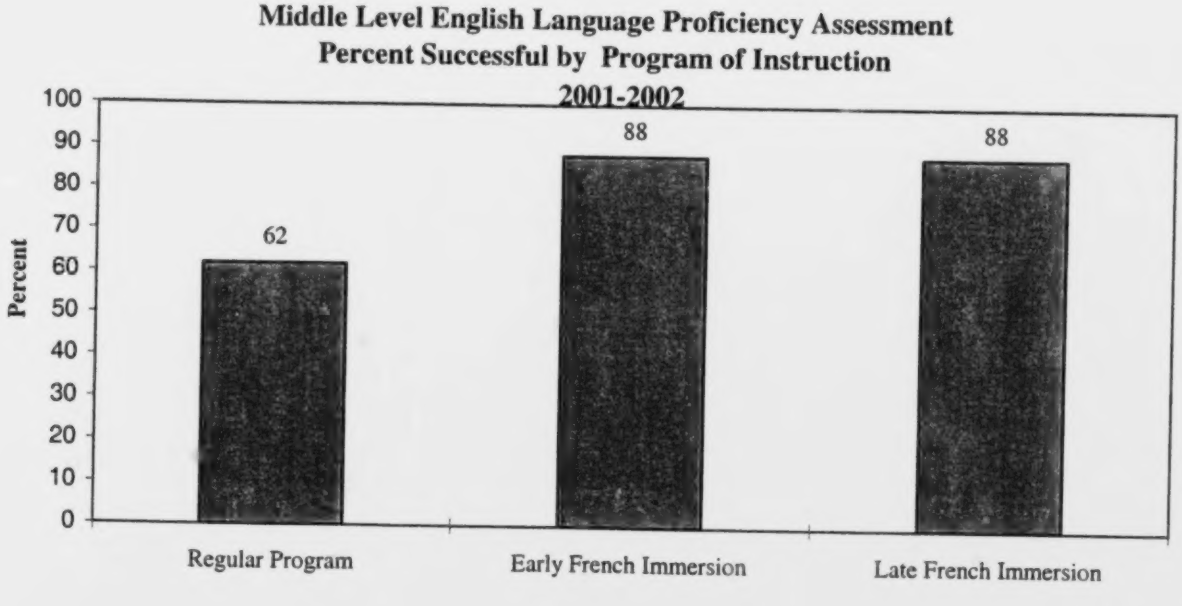
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
2002-2003



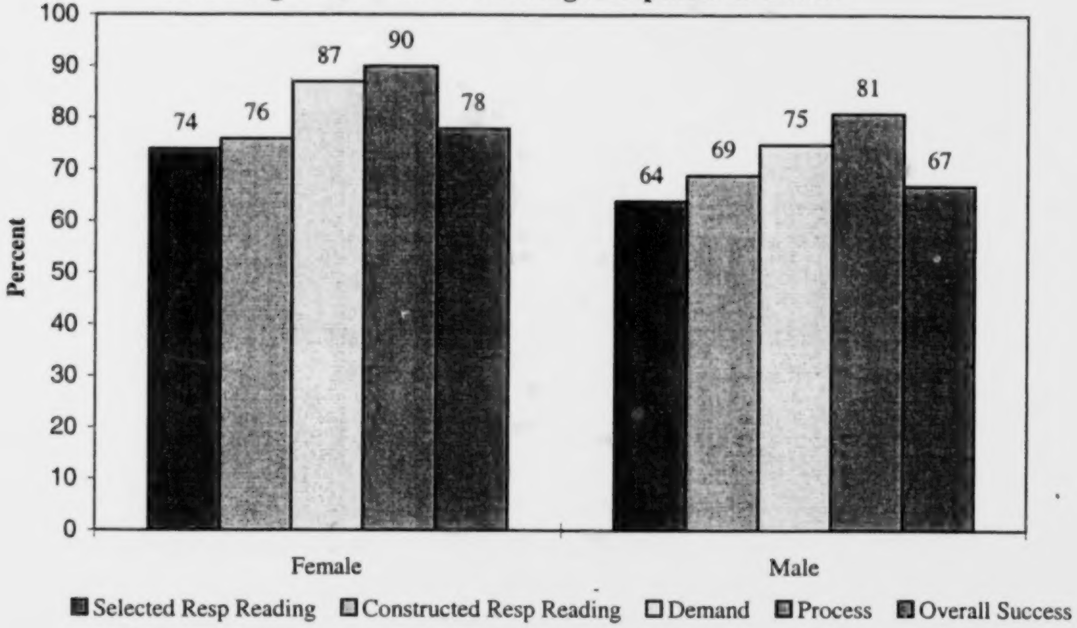
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
2001-2002



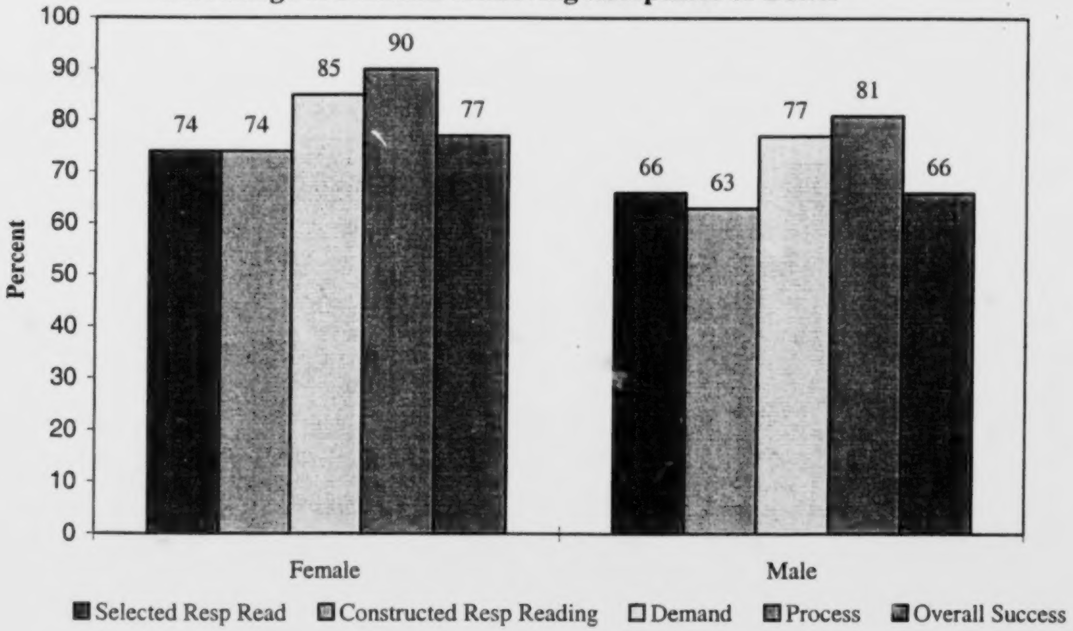

Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
2002-2003


Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
2001-2002

Middle Level English Language Proficiency Assessment 2002-2003
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



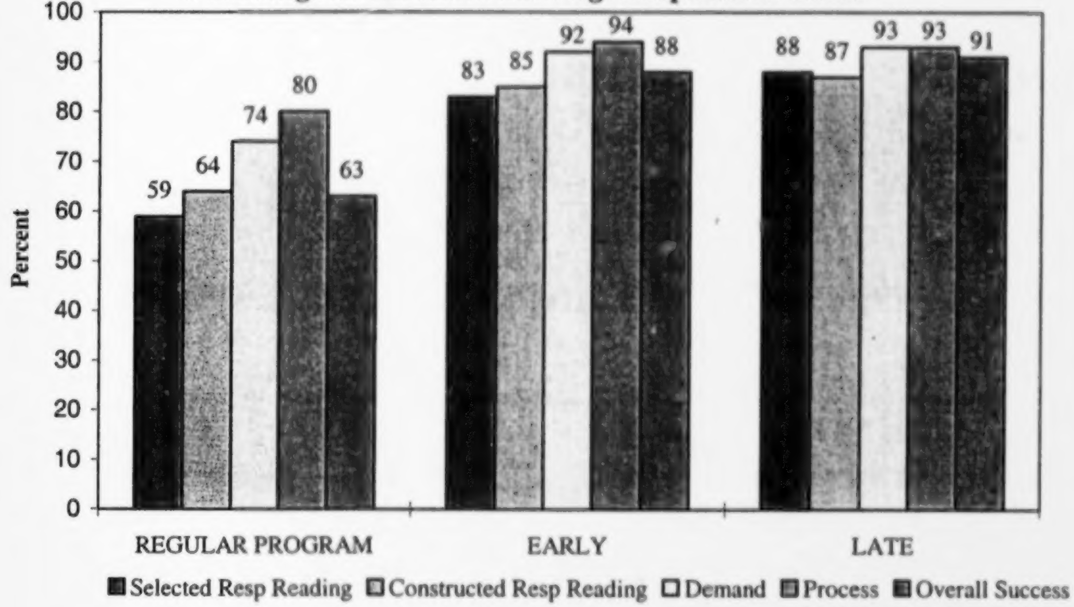
Middle Level English Language Proficiency Assessment 2001-2002
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2002-2003

Component Results by FSL Program

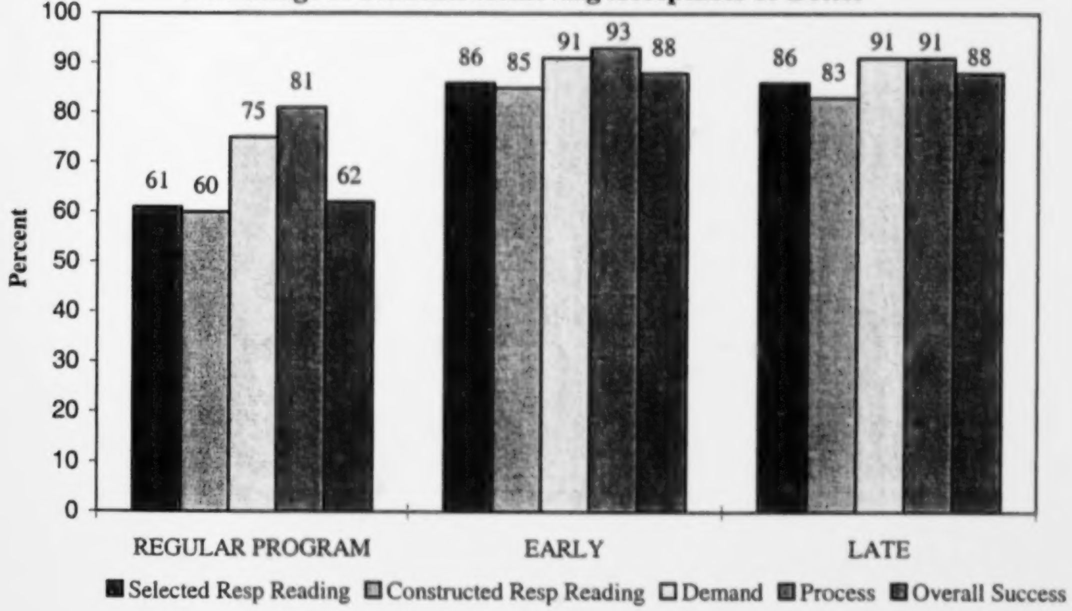
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 2001-2002

Component Results by FSL Program

Percentage of Students Achieving Acceptable or Better



Middle Level Mathematics Assessment

Background

In June of their grade 8 year, all students write the Middle Level Mathematics Assessment, which consists of three sections administered over two days. Although the assessment is based on the grade 8 provincial mathematics curriculum, it is designed to reflect students' achievement over the middle school years.

Students were permitted to use a calculator when writing two of the three sections of the assessment - the selected response and open response sections. The third section, valued at 20% of the assessment and consisting of a number of mental math, selected response and open response questions, was done without the use of a calculator. The assessment included items of varying difficulty levels and addressed the four composite strands: Number Concepts and Operations (45%); Patterns and Relations (15%); Measurement and Geometry (25%); Data Management and Probability (15%).

Individual student results were reported by strand on achievement levels ranging from superior to weak. To achieve a successful overall status, a student has reached the acceptable level or higher in any three of the composite strands ***or*** has reached the acceptable level or higher in Number Concepts and Operations (45% of the assessment) and one of the other three composite strands.

Findings

- Six thousand, two hundred and five students wrote the Middle Level Mathematics Assessment; the exemption rate was 5%. Sixty-two percent of those who did the assessment were successful compared to 60% in 2001-2002.

- The results of the **patterns** and **relations** strand (74% at acceptable or better) was better than those of **data management** (62%), **numbers and operations** (59%) and **measurement and geometry** (58%).

- About half of those writing were female, half male. The success rate was 64% for males and 59% for females.

- Students enrolled in French Immersion programs achieved at a significantly higher level than those in the English program. Students in Early French Immersion and Intermediate French Immersion succeeded at a rate of 78% and 80% respectively, while those in the English program had a success rate of 51%.

Middle Level Mathematics Assessment 2002-2003

In reading the following chart, you can see that 33 students at Port Elgin School participated in the Middle Level Mathematics Assessment in June of 2003. Eighty-five percent of these students performed at acceptable or better levels in the numbers strand, 82% in patterns, 79% in measurement, and 82% in data. Overall, 88% of the students achieved a successful rating.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBERS	PATTERNS	MEASUREMENT	DATA	
DORCHESTER CONS	11	82	82	55	64	82
MARSHVIEW MID	84	61	63	60	67	60
PORT ELGIN	33	85	82	79	82	88
BEAVERBROOK	40	38	38	10	20	28
BESSBOROUGH	40	73	83	70	73	75
BIRCHMOUNT	79	51	70	49	65	52
HILLCREST	56	39	64	48	34	41
MAGNETIC HILL	53	68	94	85	72	76
QUEEN ELIZABETH	54	72	82	65	67	74
RIVERVIEW MIDDLE	267	58	73	62	67	62
SHEDIAC CAPE	23	65	74	70	70	65
SUNNY BRAE	71	59	73	54	78	66
LEWISVILLE	105	62	71	65	62	68
EDITH CAVELL	27	44	52	52	37	41
LOU MACNARIN	40	60	78	55	68	63
EVERGREEN PARK	84	68	76	64	69	69
HAVELOCK	16	63	88	50	50	69
PETITCODIAC	60	60	70	37	58	57
SALISBURY MIDDLE	76	38	63	40	45	38
CALEDONIA	45	62	78	56	60	62
RIVERSIDE	3	100	100	100	100	100
DISTRICT 02	**1267**	**59**	**72**	**57**	**62**	**61**
SUSSEX MIDDLE	221	44	58	47	54	46
HAMPTON MIDDLE	139	38	61	25	40	37
MACDONALD CONS	36	56	83	50	72	58
HARRY MILLER	91	62	68	63	63	63
ROTHESAY PARK	104	73	86	78	75	77
BELLEISLE	35	63	71	74	71	69
QUISPAMSIS MIDDLE	195	73	88	74	73	79
DISTRICT 06	**821**	**57**	**72**	**56**	**61**	**59**
BARNHILL	74	74	81	74	81	78
BEACONSFIELD	70	51	76	61	59	56
FOREST HILLS	90	29	50	19	41	30
HAZEN-WHITE/ST FRA	16	13	19	13	31	13
LORNE	63	27	65	27	32	27
PRINCE CHARLES	17	24	76	18	24	24
PRINCESS ELIZABETH	94	50	64	47	42	51
SIMONDS MIDDLE	77	29	75	38	31	34
ST MARTINS	11	55	91	64	82	64

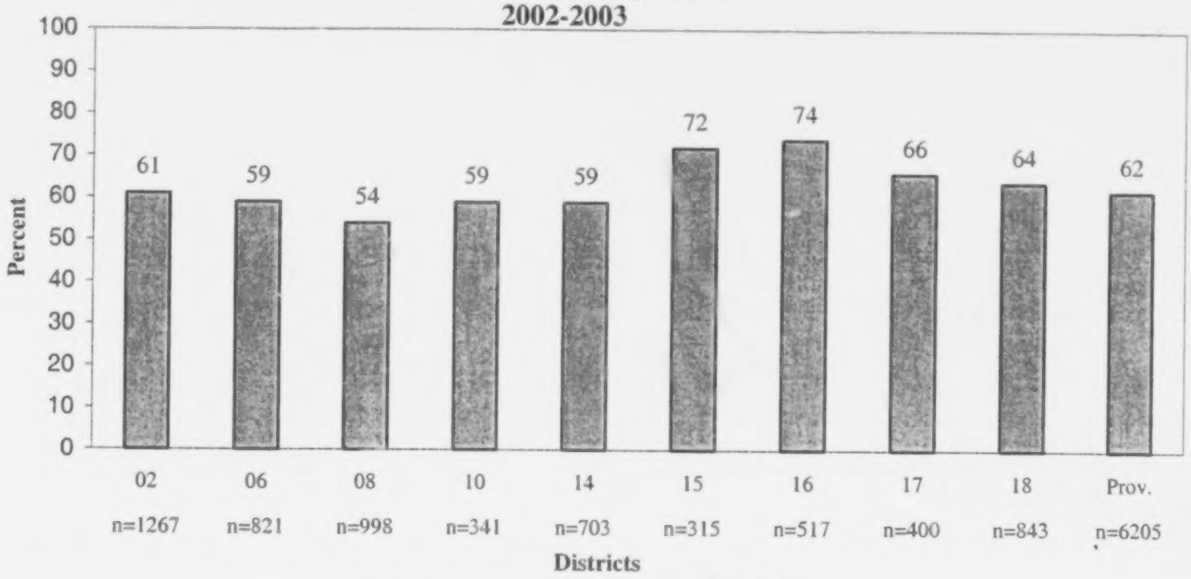
Middle Level Mathematics Assessment 2002-2003

SCHOOL	NO. OF STUDENTS	NUMBERS	PATTERNS	MEASUREMENT	DATA	% SUCCESSFUL
SAINT ROSE	90	66	88	73	78	76
MILLIDGEVILLE	50	72	88	58	78	76
BAYSIDE MIDDLE	186	58	69	46	57	60
ST JOHN THE BAPT	19	47	79	53	84	58
RIVER VALLEY MID	128	51	73	60	43	54
FUNDY SHORES	13	77	77	69	62	77
DISTRICT 08	**998**	**50**	**71**	**50**	**53**	**54**
DEER ISLAND	7	71	86	86	86	86
FUNDY	110	42	51	36	42	42
GRAND MANAN	34	82	85	77	68	85
CAMPOBELLO	14	64	86	64	79	64
SIR JAMES DUNN	23	61	87	22	78	65
ST. STEPHEN MID	153	61	70	58	64	62
DISTRICT 10	**341**	**57**	**67**	**51**	**59**	**59**
CANTERBURY	23	70	87	70	74	78
KESWICK VALLEY	29	41	66	17	55	41
NACKAWIC MID	64	70	72	73	66	72
WOODSTOCK MID	171	46	72	56	54	50
HARTLAND	57	54	70	54	63	56
BATH MIDDLE	33	42	49	21	36	42
CENTREVILLE MID	24	63	83	42	63	63
FLORENCEVILLE MID	81	69	80	62	75	72
PERTH ANDOVER	81	65	79	58	59	65
TOBIQUE VALLEY	56	46	59	54	59	50
JOHN CALDWELL	67	52	72	49	66	57
ST MARY'S ACAD	17	59	71	59	71	65
DISTRICT 14	**703**	**56**	**72**	**54**	**61**	**59**
JACQUET RIVER	43	54	65	49	56	56
DALHOUSIE MIDDLE	41	81	88	71	73	83
CAMPBELLTON MID	65	63	74	51	54	63
SUPERIOR MIDDLE	166	74	86	72	72	78
DISTRICT 15	**315**	**70**	**81**	**64**	**66**	**72**
TABUSINTAC RURAL	13	46	62	54	62	62
HARKINS MIDDLE	174	66	80	60	68	66
NORTH & SOUTH ESK	42	64	81	69	67	69
MILLERTON	17	65	82	53	53	65
BLACKVILLE	40	75	85	83	78	80
MIRAMICHI RURAL	9	78	100	67	67	78
NELSON RURAL	32	84	88	69	88	88
DR LOSIER MIDDLE	116	73	81	70	72	76
ELEANOR W GRAHAM	74	80	85	87	87	85
DISTRICT 16	**517**	**71**	**82**	**69**	**73**	**74**

Middle Level Mathematics Assessment 2002-2003

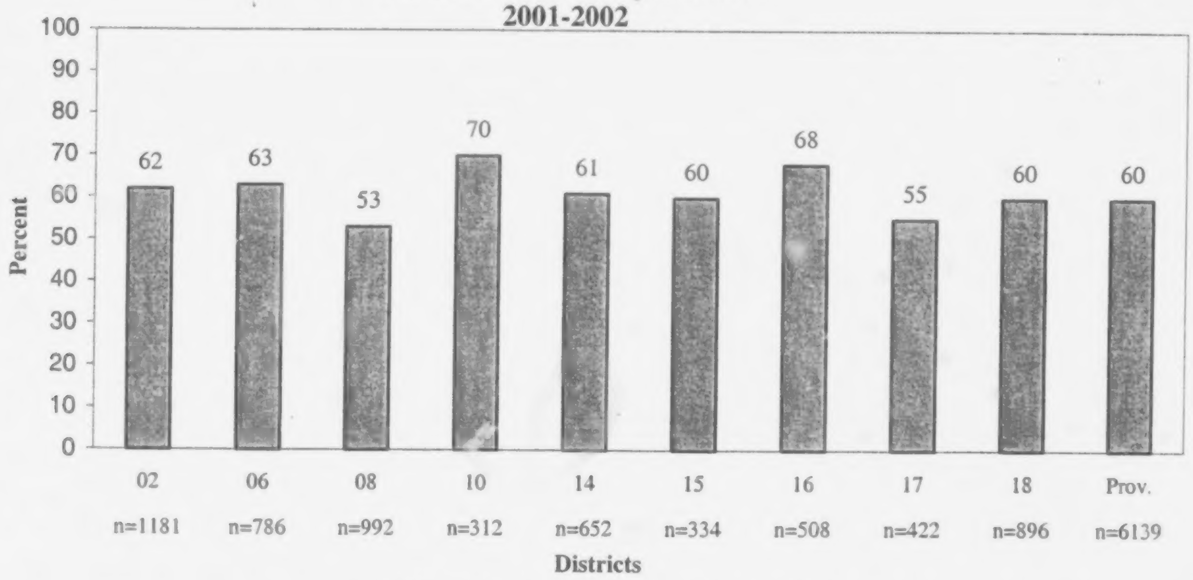
SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBERS	PATTERNS	MEASUREMENT	DATA	
COLES ISLAND	8	100	100	75	100	100
MINTO ELEM/MID	58	74	86	74	79	74
CAMBRIDGE-NARROWS	7	57	71	71	86	57
CHIPMAN FOREST AV	40	53	83	70	68	65
SUNBURY WEST	47	64	79	79	70	77
HAROLD PETERSON	118	57	70	59	58	59
RIDGEVIEW MIDDLE	105	56	72	66	60	65
GAGETOWN	17	59	65	59	47	53
DISTRICT 17	**400**	**61**	**76**	**67**	**65**	**66**
DOAKTOWN	11	36	73	46	73	36
UPPER MIRAMICHI	26	39	54	12	54	39
STANLEY	28	68	79	39	75	68
ALBERT ST	193	69	85	67	65	71
DEVON MID	113	35	66	43	38	36
KESWICK RIDGE	19	58	79	74	53	58
GEORGE ST MID	179	64	75	68	78	69
NASHWAAKSIS MID	209	64	82	68	68	69
MCADAM	23	48	78	44	61	57
HARVEY	42	74	91	69	79	81
DISTRICT 18	**843**	**60**	**78**	**61**	**65**	**64**
PROVINCE	**6205**	**59**	**74**	**58**	**62**	**62**

Middle Level Mathematics Assessment
Percent Successful by District
2002-2003

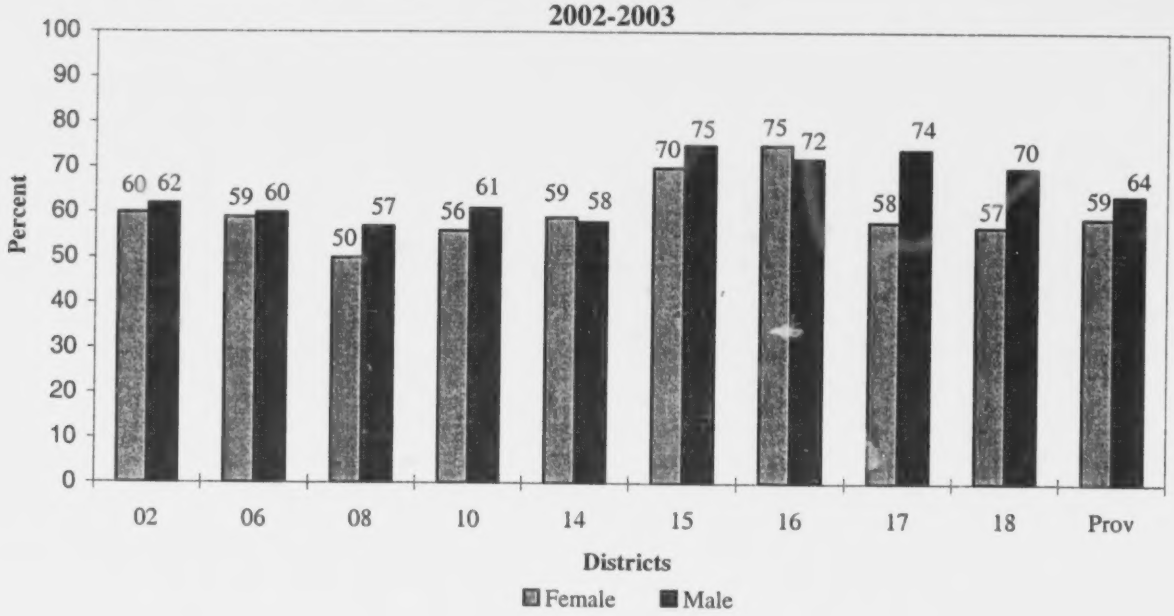


n = total number of students assessed in district

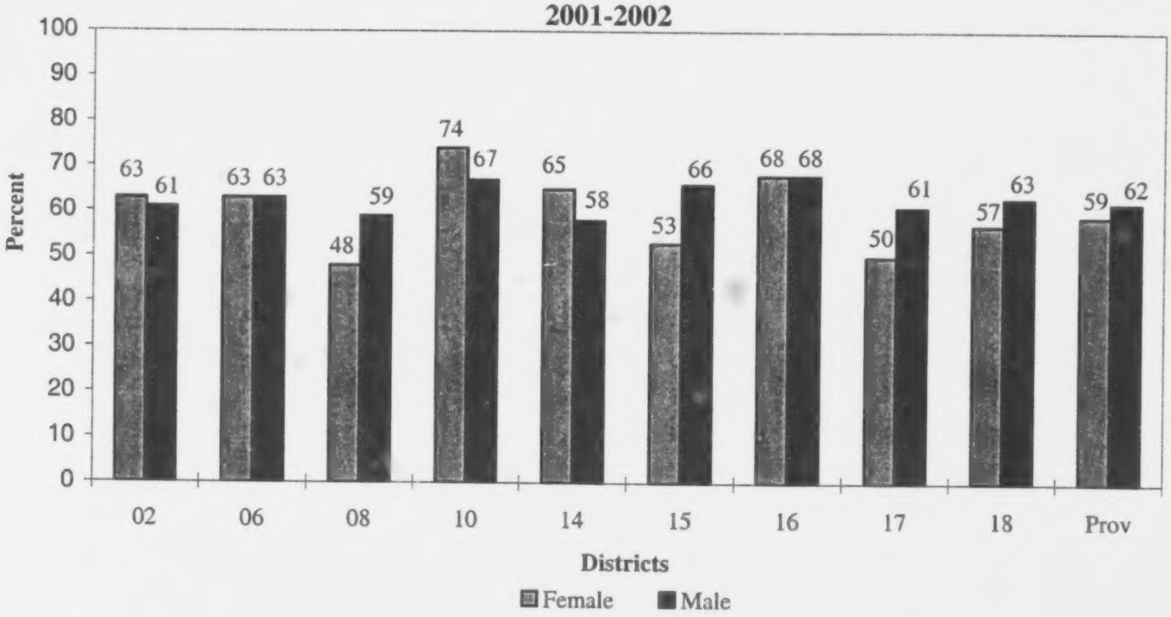
Middle Level Mathematics Assessment
Percent Successful by District
2001-2002



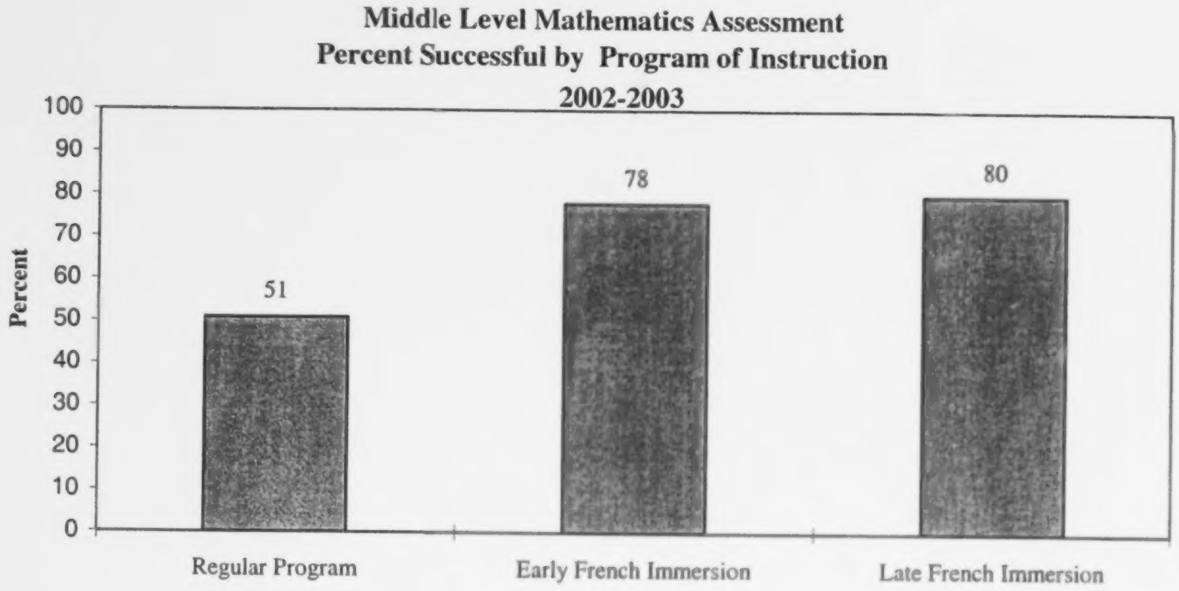
n = total number of students assessed in district



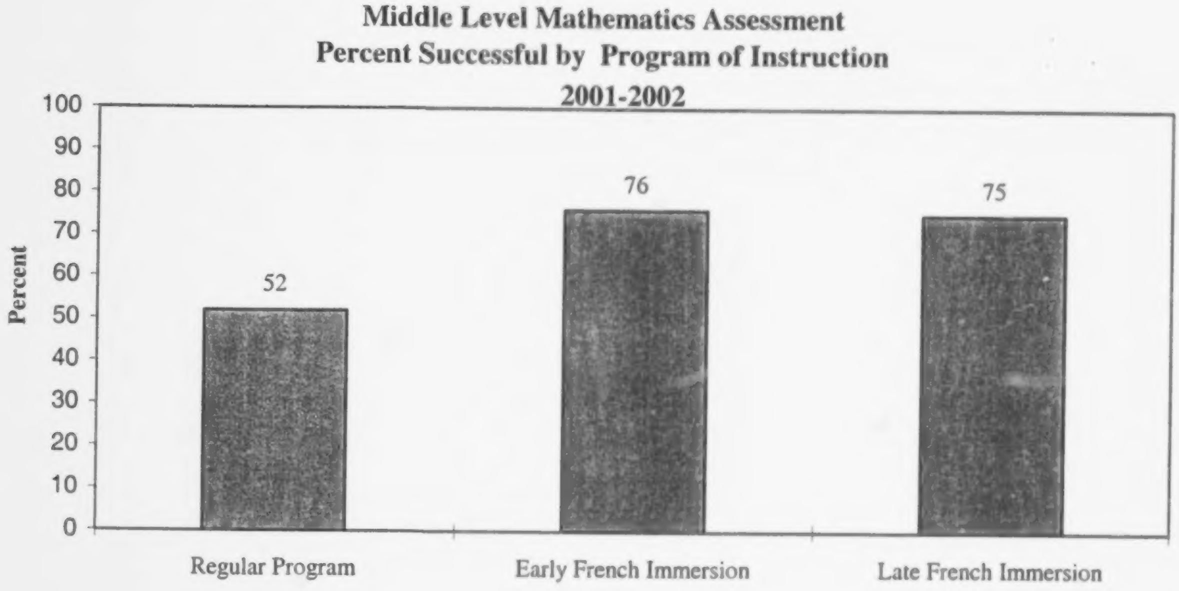
Middle Level Mathematics Assessment
Percent Successful by Gender
2002-2003



Middle Level Mathematics Assessment
Percent Successful by Gender
2001-2002



Middle Level Mathematics Assessment
Percent Successful by Program of Instruction
2002-2003



Middle Level Mathematics Assessment
Percent Successful by Program of Instruction
2001-2002

ELEMENTARY LEVEL RESULTS

PROVINCIAL ASSESSMENT AT GRADE 3

and

PROVINCIAL ASSESSMENT AT GRADE 5

Provincial Assessment at Grade 3

Background

The Provincial Assessment at Grade 3 was administered in May 2003. Over a two-week period, students answered selected response and constructed response questions designed to assess reading, writing and mathematics. The assessment, part of the annual elementary testing program, is a system measure of student achievement after four years of schooling. Group data for all components were generated to provide schools and districts with statistics to help measure progress and to improve teaching and learning.

As with all provincial assessments, the grade 3 responses were marked by practising classroom teachers following training with criteria and models specific to the assessment tasks. Expectations for performance were based on those established over three years by groups of educators and parents across the province.

Findings

- In May 2003, approximately 5900 students participated in the assessment. The percentage of students who were completely exempted was 5%, the same as the year before. Schools were asked to be as inclusive as possible.

- At the time of the assessment, 26% of the grade 3 population was enrolled in the French Immersion program and 74% in the English program.

- Results in English reading showed that 95% of schools met or exceeded expectations, compared to 94% previously; in French Immersion reading, the results were 81% in 2002-2003 and 92% in the year before. Results declined a little in mathematics: 78% in 2002-2003, compared to 79%.

- This year's assessment contained one writing task; 47% of the students achieved acceptable or higher levels.

- Girls outperformed boys on the reading component: 80% of females met or exceeded expectations in English reading, compared to 76% of males; percentages were 68% and 64% respectively for French Immersion reading. The reverse was true for the other component, with 70% of males and 63% of females meeting or exceeding expectations in mathematics.

- Achievement was again best on the reading component with 78% of elementary students meeting or exceeding expectation levels in the regular program, compared to 77% in 2001-2002, and 66% in French Immersion compared to 73% the year before.

- For mathematics overall, 66% of the students met or exceeded expectations (64% in 2001-2002), with this breaking down to better performance by French Immersion students, that is, 69% for French Immersion and 65% for students in the regular program.

Provincial Assessment at Grade 3 2002-2003

In reading the following chart, you can see that 63 students at Arnold H. McLeod School participated in the mathematics and writing components of the Provincial Assessment at Grade 3. The school met expectations in mathematics and 67% of the students achieved acceptable or above ratings for writing. For reading, 24 students from the regular program were involved; the expectation level was met. Thirty-eight students participated in the French Immersion reading component and the school again met expectations.

		Expectation Level	% Acceptable or Above		Expectation Level		Expectation Level
School	No. of Students	Math	Writing	No. of Students	Reading English	No. of Students	Reading - Immersion
ARNOLD H. MCLEOD	63	▲	67	24	▲	38	▲
BEAVERBROOK	27	▲	54	16	▲	8	▲
BESSBOROUGH	54	▲	70	12	▲	42	▲
BIRCHMOUNT	69	▲	46	25	▲	44	▲
CLAUDE D. TAYLOR	75	▲	65	30	▲	45	▲
DORCHESTER CONS.	9	▲	56	9	▲	--	--
EDITH CAVELL	32	▲	34	12	▲	19	▲
ELGIN ELEMENTARY	--	--	--	--	--	--	--
EVERGREEN PARK	90	▲	56	40	▲	47	▲
FOREST GLEN	60	▲	44	24	▲	35	■
FRANK L. BOWSER	51	▲	61	24	▲	27	▲
GUNNINGSVILLE	50	▲	56	23	●	26	▲
HAVELOCK	27	▲	37	27	▲	--	--
HILLCREST	21	●	67	18	●	--	--
HILLSBOROUGH ELEM.	37	●	18	38	▲	--	--
LOU MACNARIN	62	▲	58	33	▲	25	▲
LOWER COVERDALE	11	▲	46	11	▲	--	--
MAGNETIC HILL	42	▲	62	18	▲	22	▲
MOUNTAIN VIEW	8	▲	38	8	●	--	--
PETITCODIAC REG.	42	▲	38	42	▲	--	--
PORT ELGIN REG.	18	▲	6	18	▲	--	--
QUEEN ELIZABETH	49	▲	46	29	▲	21	▲
RIVERSIDE CONS.	14	●	43	15	●	--	--
SALEM ELEMENTARY	81	▲	67	46	▲	36	▲
SALISBURY ELEM.	86	▲	38	33	▲	42	▲
SHEDIAC CAPE	36	■	38	15	▲	21	▲
UPLANDS	14	▲	36	14	▲	--	--
WEST RIVERVIEW	65	▲	65	26	▲	39	▲
DISTRICT 02	1193	▲	52	630	▲	537	▲

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2002-2003

		Expectation Level	Acceptable or Above		Expectation Level		Expectation Level
School	No. of Students	Math	Writing	No. of Students	Reading English	No. of Students	Reading - Immersion
APOHAQUI	19	■	26	18	▲	--	--
BELLEISLE ELEM.	40	●	70	40	●	--	--
FAIRVALE	92	▲	50	70	●	21	▲
HAMMOND RIVER VAL	35	▲	46	35	●	--	--
HAMPTON ELEM.	102	▲	50	73	▲	26	■
KENNEBECASIS PARK	36	●	78	36	●	--	--
LAKEFIELD ELEM.	72	▲	63	53	▲	18	▲
MACDONALD CONS.	33	▲	52	33	▲	--	--
NORTON ELEM.	16	▲	44	16	●	--	--
QUISPAMSIS ELEM.	72	▲	38	33	▲	36	▲
ROTHESAY ELEM.	90	▲	49	47	▲	40	▲
SUSSEX CORNER ELEM	69	▲	33	54	▲	15	▲
SUSSEX ELEMENTARY	91	▲	47	50	▲	34	▲
DISTRICT 06	**767**	▲	**49**	**558**	▲	**190**	▲
BARNHILL MEMORIAL	16	■	31	16	▲	--	--
BAYVIEW	42	▲	37	41	▲	--	--
BROWNS FLAT	14	●	64	14	▲	--	--
CENTENNIAL	46	■	20	43	■	--	--
CHAMPLAIN HEIGHTS	44	▲	38	43	▲	--	--
FOREST HILLS ELEM.	75	▲	39	49	▲	--	--
FOREST HILLS MIDDLE	--	--	--	--	--	24	▲
FUNDY SHORES	13	▲	54	13	▲	--	--
GLEN FALLS	22	■	27	22	▲	--	--
GRANDVIEW AVENUE	19	▲	47	19	●	--	--
HAVELOCK	27	▲	52	16	▲	13	▲
HAZEN WHITE-ST. FRA.	21	■	38	19	▲	--	--
HOLY TRINITY	13	▲	9	11	▲	--	--
INGLEWOOD	44	▲	51	44	●	--	--
ISLAND VIEW	73	▲	54	73	▲	--	--
LAKEWOOD	--	--	--	--	--	--	--
LAKEWOOD HEIGHTS	40	●	70	40	●	--	--
LATIMORE LAKE	--	--	--	--	--	--	--
LOCH LOMOND	70	▲	57	49	●	21	▲
M. GERALD TEED MEM	38	▲	34	19	▲	--	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2002-2003

		Expectation Level	% Acceptable or Above		Expectation Level		Expectation Level
School	**No. of Students**	**Math**	**Writing**	**No. of Students**	**Reading English**	**No. of Students**	**Reading - Immersion**
MILLIDGEVILLE N.	74	■	69	–	--	74	■
MORNA HEIGHTS	23	▲	44	23	▲	–	--
PRINCE CHARLES	29	■	7	26	■	–	--
PRINCESS ELIZABETH	20	▲	68	23	●	–	--
SEAWOOD	20	▲	55	20	▲	–	--
ST. JOHN THE BAPTIST	23	■	33	18	▲	–	--
ST. MARTINS	16	▲	64	13	▲	–	--
ST. PATRICK'S	42	▲	24	43	▲	–	--
ST. ROSE	43	●	59	44	●	–	--
WESTFIELD	45	▲	63	27	▲	18	▲
DISTRICT 08	**952**	▲	**47**	**768**	▲	**150**	▲
BACK BAY	13	■	17	12	■	–	--
BLACKS HARBOUR	32	●	38	32	▲	–	--
CAMPOBELLO ISLAND	21	■	25	21	▲	–	--
DEER ISLAND CONS.	11	■	36	11	▲	–	--
GRAND MANAN COMM	32	■	28	31	▲	–	--
LAWRENCE STATION	9	■	0	9	■	–	--
MILLTOWN ELEM.	31	▲	28	31	▲	–	--
PENNFIELD ELEM.	14	▲	43	14	▲	–	--
ST. GEORGE ELEM.	51	■	33	34	▲	15	■
ST. STEPHEN ELEM.	101	▲	39	86	▲	15	■
VINCENT MASSEY EL.	25	▲	52	25	▲	–	--
WHITE HEAD	3	▲	33	3	●	–	--
DISTRICT 10	**343**	▲	**34**	**309**	▲	**30**	■
ANDOVER ELEM.	61	▲	36	42	▲	17	■
AROOSTOOK ELEM.	10	▲	30	10	▲	–	--
BATH MIDDLE	30	■	20	30	▲	–	--
BRISTOL ELEM.	22	▲	9	22	▲	–	--
CANTERBURY HIGH	17	■	18	16	▲	–	--
CENTRAL CARLETON	38	▲	40	38	▲	–	--
CENTREVILLE ELEM.	34	■	29	31	▲	–	--
DEBEC ELEM.	22	■	36	20	▲	–	--
DONALD FRASER MEM	36	●	49	33	▲	–	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2002-2003

		Expectation Level	% Acceptable or Above		Expectation Level		Expectation Level
School	No. of Students	Math	Writing	No. of Students	Reading English	No. of Students	Reading - Immersion
FLORENCEVILLE ELEM	45	■	23	45	▲	--	--
FLORENCEVILLE MIDDLE	8	●	100	--	--	8	▲
JOHN CALDWELL	40	▲	63	14	■	26	●
JUNIPER ELEM.	6	▲	50	6	▲	--	--
KESWICK VALLEY	21	▲	33	21	●	--	--
MILLVILLE ELEM.	17	■	41	17	▲	--	--
NACKAWIC ELEM.	46	■	27	44	▲	--	--
NEW DENMARK	3	■	0	3	▲	--	--
SOUTHERN CARLETON	69	▲	41	46	▲	23	▲
ST. MARY'S ACADEMY	12	■	33	12	▲	--	--
WOODSTOCK CENT.	59	▲	51	45	▲	14	▲
DISTRICT 14	**596**	▲	**37**	**495**	▲	**88**	▲
BELLEDUNE	4	●	50	4	●	--	--
CORONATION PARK	18	▲	17	17	▲	--	--
JACQUET RIVER	18	■	11	17	▲	--	--
JANEVILLE ELEM.	9	●	67	9	●	--	--
L E REINSBOROUGH	48	■	43	28	▲	18	▲
LORD BEAVERBROOK	69	▲	46	29	▲	39	▲
LORNE	5	■	0	5	■	--	--
MARY GOSNELL ELEM	17	●	61	6	▲	12	●
PARKWOOD ELEM.	47	■	40	18	■	28	■
SOUTH BATHURST EL.	34	▲	50	--	--	34	▲
TIDE HEAD	10	■	46	11	▲	--	--
DISTRICT 15	**279**	▲	**42**	**144**	▲	**131**	▲
BLACKVILLE	44	●	66	44	●	--	--
CROFT ELEM.	44	▲	81	9	▲	34	●
GRETNA GREEN ELEM.	36	●	58	36	▲	--	--
HARCOURT	7	▲	100	7	●	--	--
HARKINS ELEM.	27	▲	46	25	▲	--	--
IAN BAILLIE PRIMARY	46	■	36	28	▲	17	▲
MILLERTON ELEM/JR	14	▲	29	14	▲	--	--
MIRAMICHI RURAL	5	▲	60	5	●	--	--
NAPAN ELEM.	11	▲	30	10	▲	--	--
NELSON RURAL	29	▲	38	29	▲	--	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2002-2003

School	No. of Students	Expectation Level Math	% Acceptable or Above Writing	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
NORTH & SOUTH ESK E	46	▲	56	46	▲	--	--
REXTON ELEM.	64	▲	41	64	▲	--	--
ST. ANDREWS ELEM.	31	▲	36	31	▲	--	--
TABUSINTAC ELEM.	10	■	20	10	▲	--	--
DISTRICT 16	**414**	▲	**50**	**358**	▲	**51**	▲
ASSINIBOINE AVE.	57	▲	52	33	▲	26	▲
CAMBRIDGE-NARROWS	12	▲	33	12	▲	--	--
CHIPMAN ELEM.	34	■	33	34	▲	--	--
COLES ISLAND	5	▲	60	5	▲	--	--
GAGETOWN	11	▲	55	11	▲	--	--
GEARY ELEM.	18	▲	24	17	▲	--	--
GESNER STREET ELEM.	57	▲	50	33	▲	21	■
HUBBARD AVE. ELEM.	20	▲	30	19	▲	--	--
LOWER LINCOLN	37	▲	32	37	▲	--	--
MINTO ELEM/MIDDLE	47	▲	39	36	▲	11	▲
SUMMERHILL STREET	70	▲	52	54	▲	12	▲
SUNBURY WEST	40	▲	58	41	▲	--	--
DISTRICT 17	**406**	▲	**45**	**332**	▲	**70**	▲
ALEXANDER GIBSON	65	▲	59	36	●	36	▲
BARKERS POINT	62	■	32	42	▲	19	■
CONNAUGHT STREET	45	▲	59	14	●	32	▲
DOAKTOWN PRIMARY	17	▲	24	17	▲	--	--
DOUGLAS	10	▲	40	10	●	--	--
GARDEN CREEK	54	▲	52	32	▲	22	▲
HARVEY ELEM.	31	▲	52	13	▲	18	▲
KESWICK RIDGE	24	▲	33	24	●	--	--
KINGSCLEAR CONS.	17	▲	60	17	▲	--	--
LIVERPOOL STREET	58	▲	69	23	●	28	▲
MCADAM AVENUE	21	▲	47	20	▲	--	--
MCADAM ELEM.	18	●	67	18	▲	--	--
MONTGOMERY ST.	27	●	72	25	●	--	--

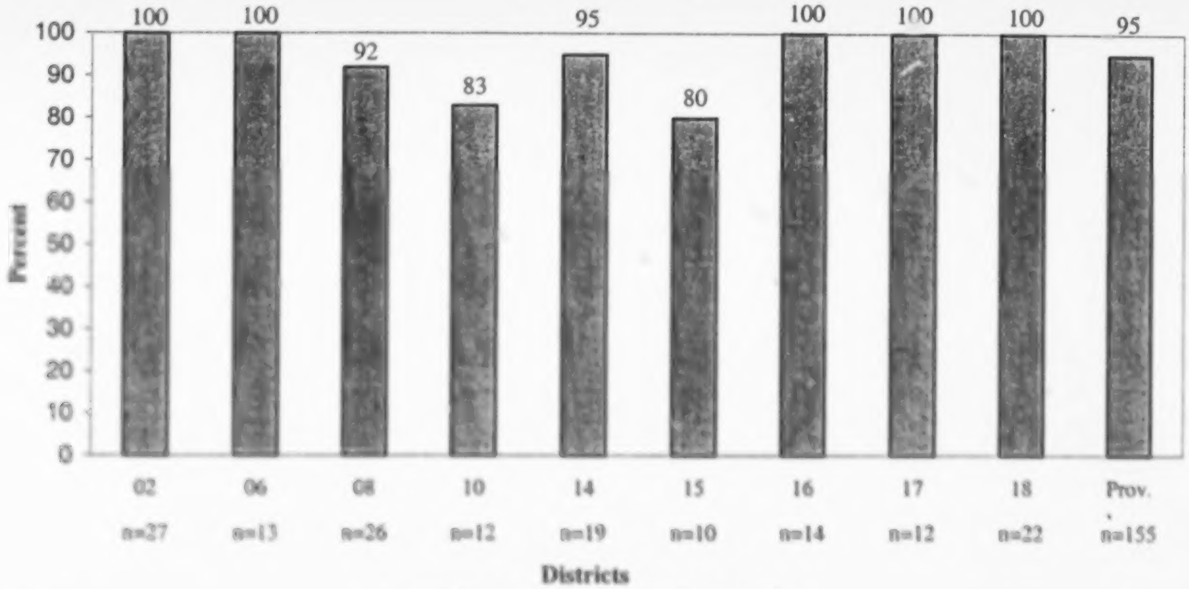
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 2002-2003

School	No. of Students	Expectation Level Math	% Acceptable or Above Writing	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
NASHWAAK VALLEY	16	●	47	14	●	--	--
NASHWAAKSIS MEM.	38	▲	62	6	▲	27	▲
NEW MARYLAND	92	▲	58	50	▲	41	▲
PARK STREET	72	●	68	31	●	41	▲
PRIESTMAN STREET	57	●	74	30	●	23	●
ROYAL ROAD	45	▲	40	25	▲	17	■
SOUTH DEVON	30	■	29	38	▲	--	--
STANLEY ELEM.	31	▲	36	31	▲	--	--
UPPER MIRAMICHI	33	■	18	31	▲	--	--
DISTRICT 18	872	▲	52	546	▲	294	▲
PROVINCE	5944	▲	47	4246	▲	1552	▲

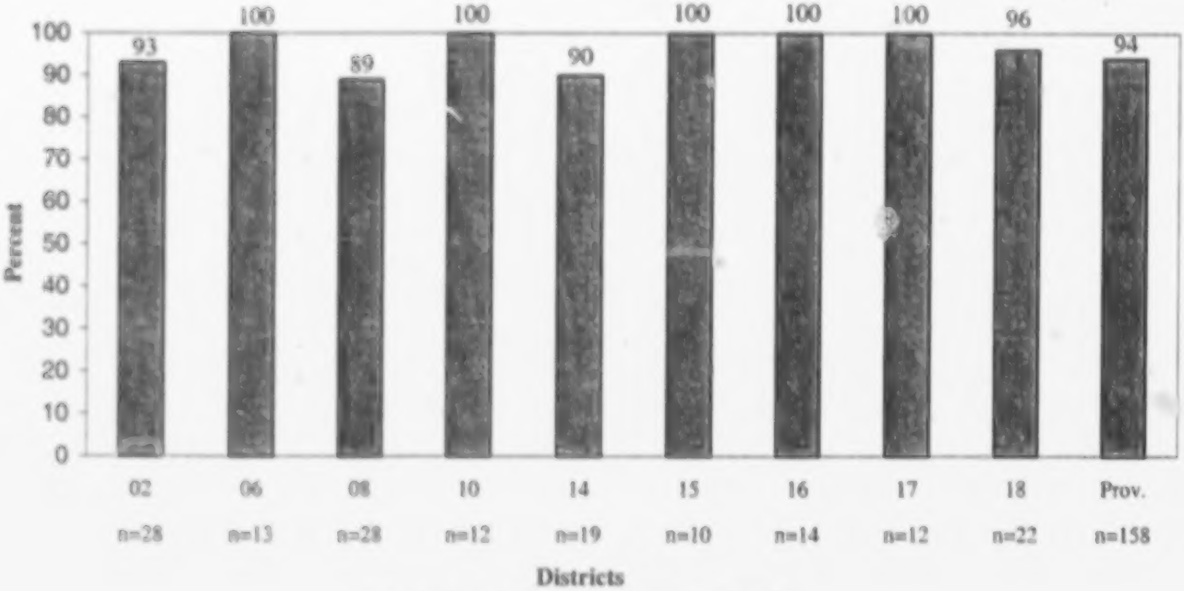
Expectation Level ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade Three 2002-2003
Percent of Schools Meeting or Exceeding Expectations
Reading - English



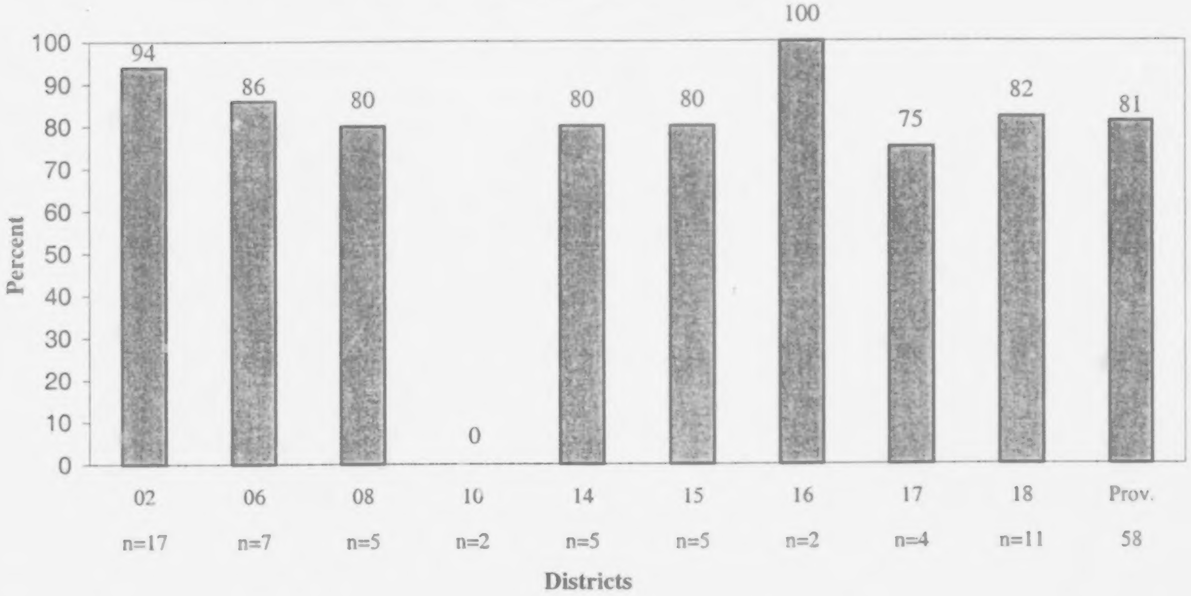
n = number of schools assessed in district

Provincial Assessment at Grade Three 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Reading - English



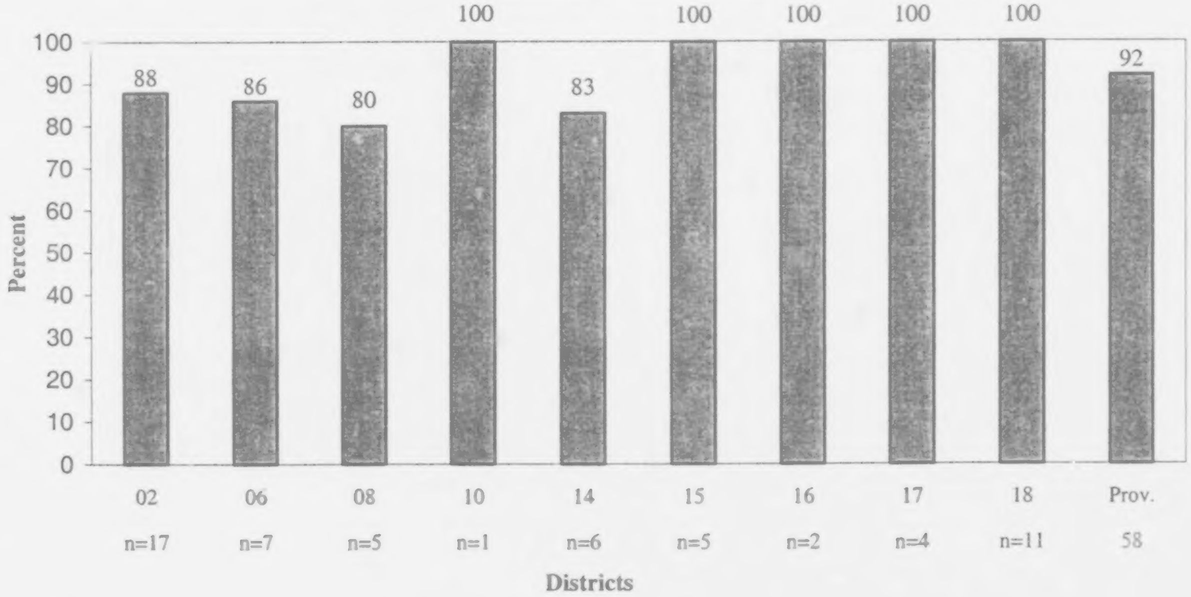
n = number of schools assessed in district

Provincial Assessment at Grade Three 2002-2003
Percent of Schools Meeting or Exceeding Expectations
Reading - Immersion



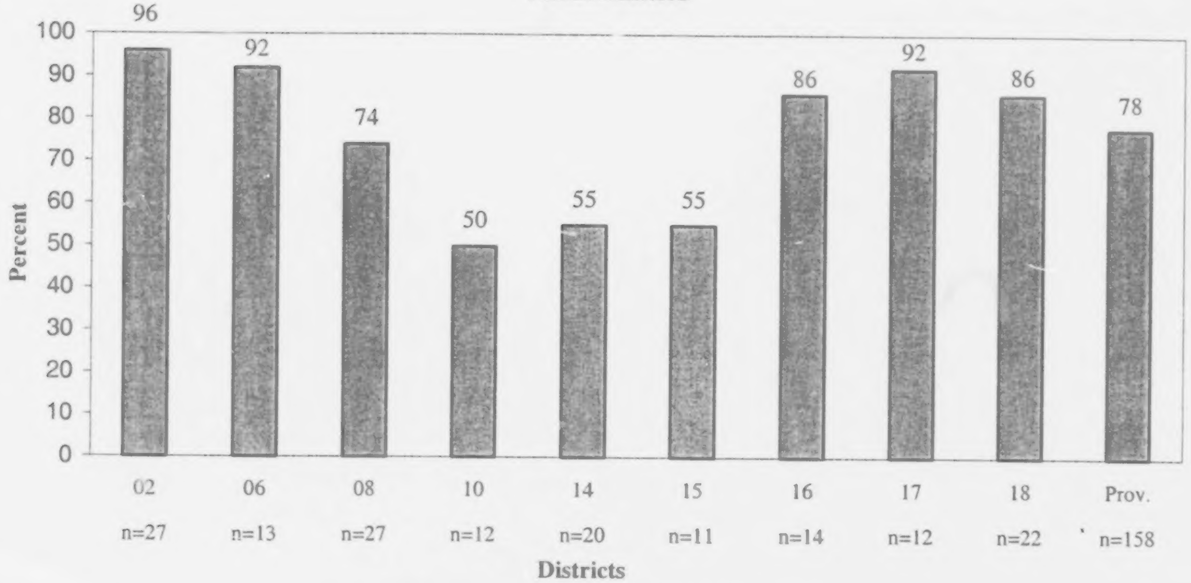
n = number of schools assessed in district

Provincial Assessment at Grade Three 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Reading - Immersion



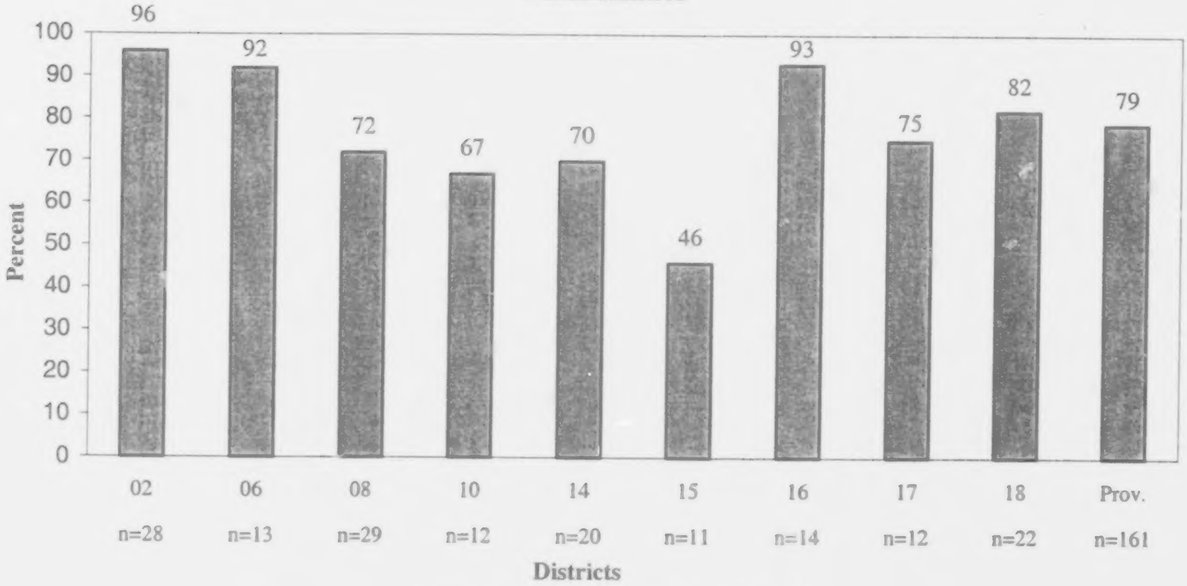
n = number of schools assessed in district

Provincial Assessment at Grade Three 2002-2003
Percent of Schools Meeting or Exceeding Expectations
Mathematics



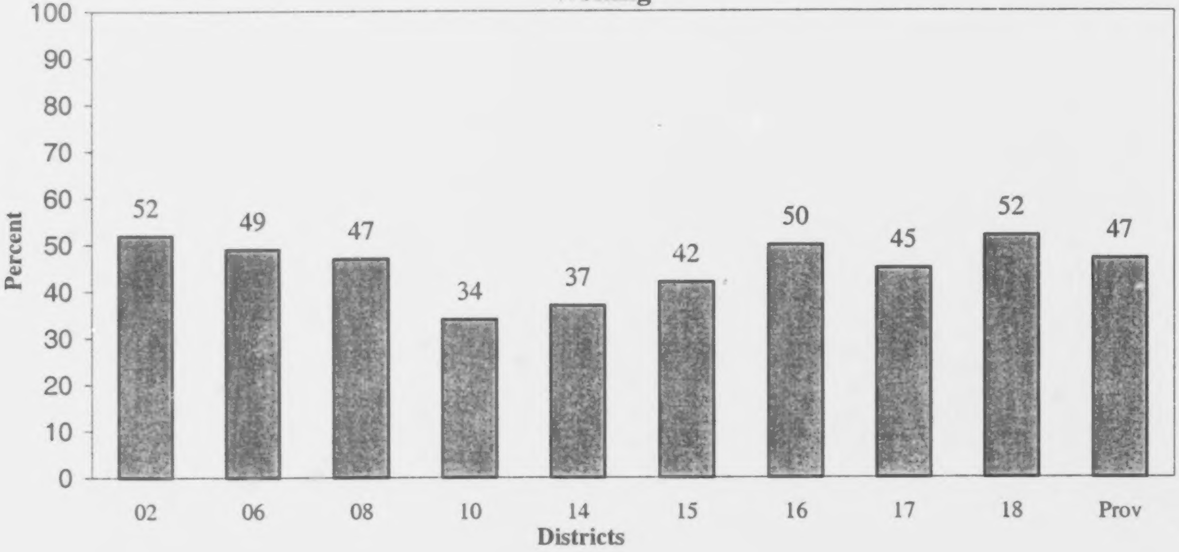
n = number of schools assessed in district

Provincial Assessment at Grade Three 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Mathematics

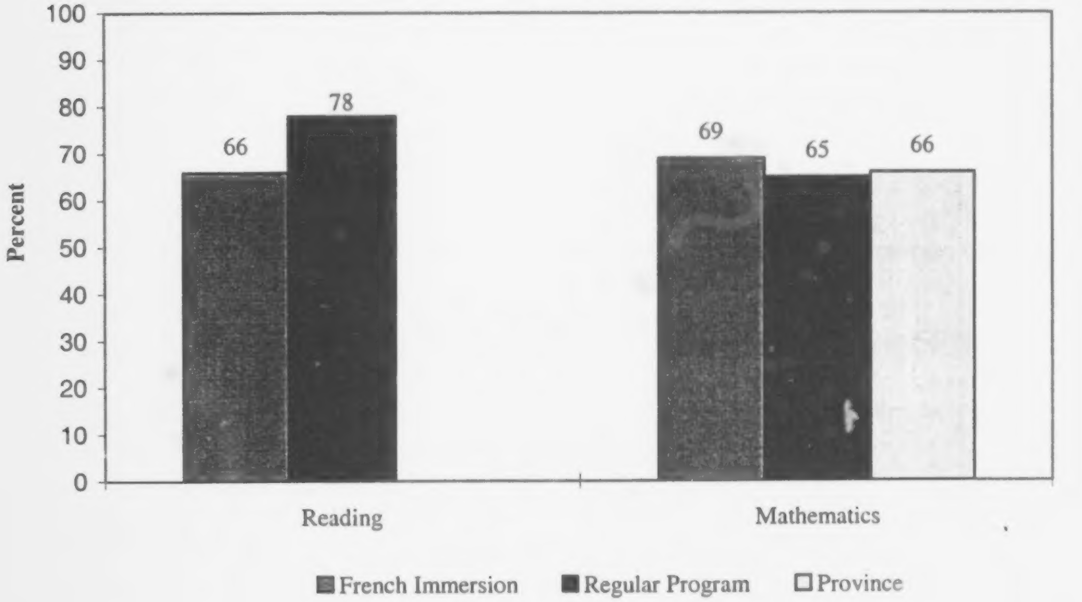


n = number of schools assessed in district

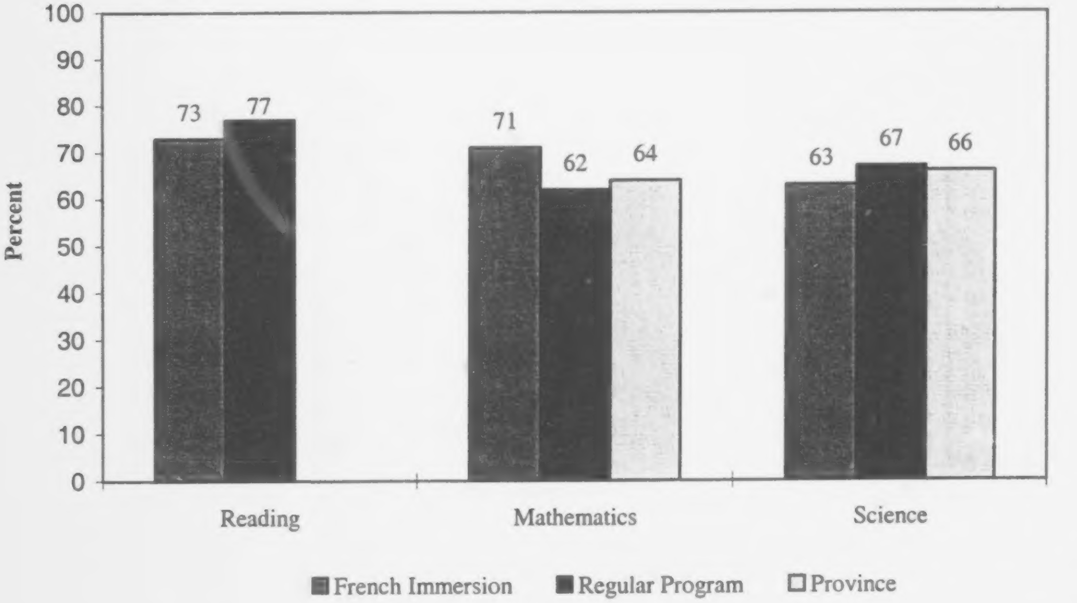
Provincial Assessment at Grade Three 2002-2003
Percent of Students at Acceptable or Higher
Writing



Provincial Assessment at Grade Three 2002-2003
Percent of Students Meeting or Exceeding Expectations - Language of Instruction

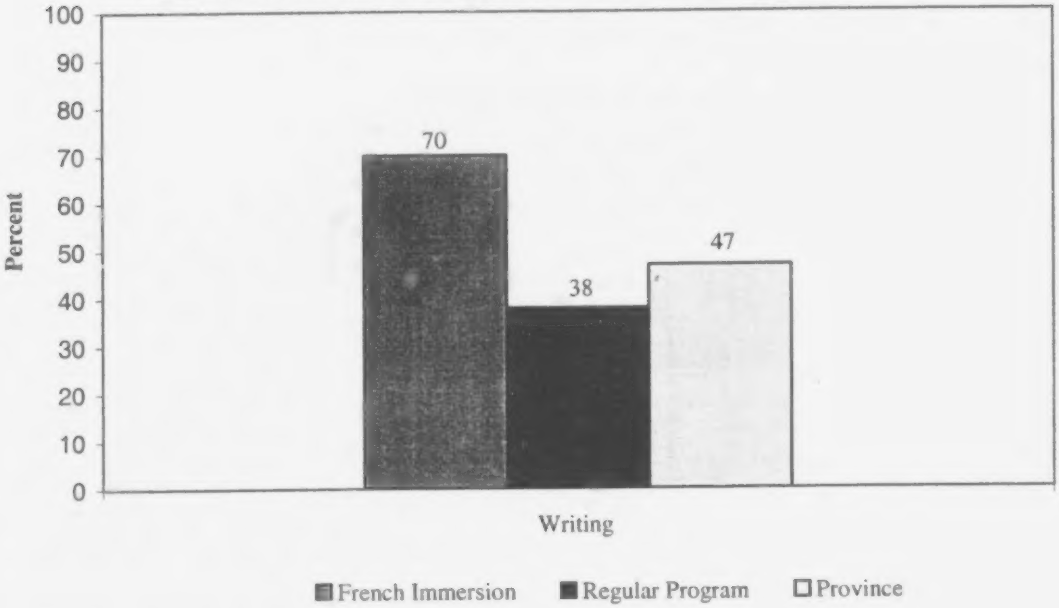


Provincial Assessment at Grade Three 2001-2002
Percent of Students Meeting or Exceeding Expectations - Language of Instruction

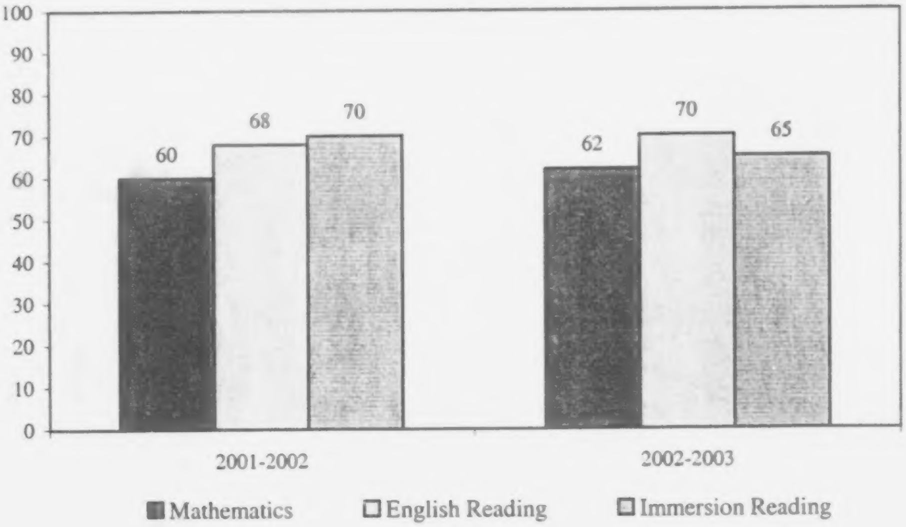


Provincial Assessment at Grade Three 2002-2003

Percent of Students at Acceptable or above - Language of Instruction



Grade 3 Assessment - Provincial Averages



Provincial Assessment at Grade 5

Background

As the second component of the annual elementary testing program, the Provincial Assessment at Grade 5 was also administered in the spring, and highlighted student achievement at the end of six years of schooling. Students were tested in reading, writing, mathematics and science. Group results by school were reported with expectations levels again based on those established by educators and parents over a three year period.

Findings

- Approximately 6200 students participated in the assessment. The exemption rate was 5%, the same as in 2001-2002.
- Results in reading showed that 94% of schools met or exceeded expectations compared to 96% previously. Results were unchanged in mathematics: 74% in 2002-2003 and the same for the year before. In science, 72% of schools met or exceeded expectations, down from 79% in 2001-2002.
- This year's assessment had a single writing task; 47% of the students achieved acceptable or higher levels.
- Gender differences were apparent with females performing better than males in reading (78% met or exceeded expectations compared to 73%); writing (56% at acceptable or better compared to 37%). In science and mathematics, results were better for males: 71% of boys met or exceeded expectations compared to 66% for girls, and 62% compared to 61% respectively.
- At the grade 5 level, 23% of the student population was enrolled in the French Immersion program and 77% in the English program.
- French Immersion students outperformed students in the regular program in mathematics, with 67% of French Immersion students meeting or exceeding mathematics expectations compared to 60% for other students; in science, the percentages for English were 68%; Immersion 70%.
- Results in reading were different for French Immersion and regular program students. Eighty-four percent of French Immersion and 73% of students in the regular program met or exceeded expectations.
- French Immersion students achieved better writing results than those in English classes: Writing saw 57% of French Immersion students achieving acceptable or higher ratings while the figure was 44% for students in the regular program.

Provincial Assessment at Grade 5 2002-2003

In reading the following chart, you can see that at Beaverbrook School, 36 students participated in the Provincial Assessment at Grade 5. The school met expectations in mathematics, science, and reading. For Writing, 35% of the students achieved an acceptable or better rating.

Provincial Assessment at Grade 5 2002-2003

School	No. of Students	Expectation Level			% Acceptable or Above
		Math	Science	Reading	Writing
BEAVERBROOK	36	▲	▲	▲	35
BESSBOROUGH	55	▲	▲	▲	46
BIRCHMOUNT	63	▲	▲	▲	51
CLAUDE D. TAYLOR	87	▲	▲	▲	48
DORCHESTER CONS.	12	■	■	▲	8
EDITH CAVELL	23	■	▲	▲	25
ELGIN ELEMENTARY	--	--	--	--	--
EVERGREEN PARK	101	▲	Pilot	▲	69
FRANK L. BOWSER	56	▲	▲	▲	56
GUNNINGSVILLE	41	▲	▲	▲	55
HAVELOCK	24	▲	Pilot	▲	67
HILLCREST	36	▲	▲	▲	39
HILLSBOROUGH ELEM.	38	▲	■	▲	32
JMA ARMSTRONG	82	▲	▲	▲	30
LEWISVILLE MIDDLE	85	■	■	▲	37
LOU MACNARIN	44	▲	▲	▲	55
LOWER COVERDALE	13	▲	●	▲	54
MAGNETIC HILL	35	▲	▲	▲	46
MARSHVIEW MIDDLE	81	▲	▲	▲	59
MOUNTAIN VIEW	10	■	▲	▲	44
PETITCODIAC REG.	43	▲	▲	▲	60
PORT ELGIN REG.	25	■	▲	▲	26
QUEEN ELIZABETH	50	▲	▲	▲	45
RIVERSIDE CONS.	8	▲	■	▲	20
SHEDIAC CAPE	38	▲	▲	▲	36
SUNNY BRAE MIDDLE	63	▲	▲	▲	33
WEST RIVERVIEW	63	▲	▲	▲	50
DISTRICT 02	**1212**	▲	▲	▲	**46**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2002-2003

School	No. of Students	Expectation Level			% Acceptable or Above
		Math	Science	Reading	Writing
APOHAQUI	20	▲	▲	▲	55
BELLEISLE ELEM.	41	■	▲	▲	44
FAIRVALE	82	▲	▲	▲	75
HAMMOND RIVER VAL	23	■	▲	▲	30
HAMPTON ELEM.	119	■	▲	▲	49
KENNEBECASIS PARK	37	▲	▲	▲	78
LAKEFIELD ELEM.	71	▲	▲	▲	61
MACDONALD CONS.	35	■	■	▲	31
NORTON ELEM.	17	▲	▲	▲	71
QUISPAMSIS ELEM.	74	▲	■	▲	38
ROTHESAY ELEM.	112	▲	Pilot	▲	68
SUSSEX CORNER ELEM	58	■	■	▲	35
SUSSEX ELEMENTARY	96	▲	▲	▲	47
DISTRICT 06	**785**	▲	▲	▲	**53**
BARNHILL MEMORIAL	24	■	■	■	9
BAYVIEW	38	▲	Pilot	▲	49
BROWNS FLAT	9	▲	▲	▲	44
CENTENNIAL	50	▲	■	▲	26
CHAMPLAIN HEIGHTS	53	▲	■	▲	44
FOREST HILLS ELEM.	81	■	■	▲	48
FUNDY SHORES	7	■	▲	▲	43
GLEN FALLS	26	▲	▲	▲	52
GRANDVIEW AVENUE	18	■	▲	▲	33
HAVELOCK	27	▲	▲	▲	50
HAZEN WHITE-ST. FRA.	14	▲	▲	▲	57
HOLY TRINITY	24	▲	■	■	46
INGLEWOOD	42	▲	▲	▲	68
ISLAND VIEW	56	▲	▲	▲	80
LAKEWOOD	--	--	--	--	--
LAKEWOOD HEIGHTS	43	▲	▲	▲	55
LATIMORE LAKE	--	--	--	--	--
LOCH LOMOND	64	▲	▲	▲	36
M. GERALD TEED MEM	37	▲	▲	▲	40
MILLIDGEVILLE N.	71	▲	▲	▲	53
MORNA HEIGHTS	26	▲	▲	▲	33

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2002-2003

School	No. of Students	Expectation Level			% Acceptable or Above
		Math	Science	Reading	Writing
PRINCE CHARLES	23	■	■	▲	15
PRINCESS ELIZABETH	22	■	■	▲	35
SEAWOOD	14	●	▲	▲	77
ST. JOHN THE BAPTIST	27	▲	▲	▲	63
ST. MARTINS	10	▲	▲	▲	10
ST. PATRICK'S	62	▲	▲	▲	43
ST. ROSE	51	▲	▲	▲	39
WESTFIELD	67	▲	▲	▲	41
DISTRICT 08	**986**	▲	▲	▲	**46**
BACK BAY	9	■	■	■	36
BLACKS HARBOUR	47	▲	▲	▲	51
CAMPOBELLO ISLAND	13	▲	■	▲	23
DEER ISLAND CONS.	10	▲	▲	▲	60
GRAND MANAN COM	33	▲	▲	▲	24
LAWRENCE STATION	8	■	■	▲	25
MILLTOWN ELEM.	37	▲	▲	▲	56
ST. GEORGE ELEM.	48	■	■	▲	23
ST. STEPHEN ELEM.	106	▲	▲	▲	35
VINCENT MASSEY EL.	31	▲	Pilot	▲	48
WHITE HEAD ELEM.	--	--	--	--	--
DISTRICT 10	**342**	▲	▲	▲	**38**
ANDOVER ELEM.	77	■	■	▲	18
AROOSTOOK ELEM.	3	▲	▲	▲	0
BATH MIDDLE	31	▲	■	▲	23
BRISTOL ELEM.	31	▲	■	▲	29
CANTERBURY HIGH	15	●	●	▲	80
CENTRAL CARLETON	47	▲	▲	▲	34
CENTREVILLE MIDDLE	24	■	■	▲	57
DEBEC ELEM.	13	▲	■	▲	46
DONALD FRASER MEM	46	▲	■	▲	39
FLORENCEVILLE EL.	50	▲	▲	▲	52
JOHN CALDWELL	53	■	■	▲	28
JUNIPER ELEM.	3	■	■	▲	50
KESWICK VALLEY	30	■	■	▲	20

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2002-2003

School	No. of Students	Expectation Level			% Acceptable or Above
		Math	Science	Reading	Writing
MILLVILLE ELEM.	10	■	■	■	0
NACKAWIC ELEM.	50	▲	▲	▲	45
NEW DENMARK	5	■	Pilot	■	20
SOUTHERN CARLETON	86	▲	▲	▲	42
ST. MARY'S ACADEMY	14	■	▲	■	14
WOODSTOCK CENT.	90	▲	Pilot	▲	41
DISTRICT 14	**678**	▲	▲	▲	**36**
BELLEDUNE	8	▲	■	▲	63
CAMPBELLTON MID.	63	■	■	▲	35
CORONATION PARK	35	▲	Pilot	▲	62
JACQUET RIVER	28	▲	▲	▲	39
JANEVILLE ELEM.	6	▲	▲	▲	33
L E REINSBOROUGH	49	▲	Pilot	▲	62
LORNE	4	▲	■	▲	25
PARKWOOD ELEM.	45	▲	▲	▲	56
SOUTH BATHURST EL.	49	■	▲	▲	59
TIDE HEAD	6	▲	▲	▲	40
DISTRICT 15	**293**	▲	▲	▲	**51**
BLACKVILLE	34	▲	▲	▲	59
CROFT ELEM.	52	▲	▲	▲	54
GRETNA GREEN ELEM.	41	▲	▲	▲	61
HARCOURT	5	▲	■	▲	60
HARKINS ELEM.	28	▲	■	▲	39
MILLERTON ELEM/JR	24	▲	▲	▲	54
MIRAMICHI RURAL	6	▲	▲	▲	67
NAPAN ELEM.	10	▲	▲	●	70
NELSON RURAL	33	▲	▲	●	58
NORTH & SOUTH ESK	49	▲	▲	▲	46
REXTON ELEM.	82	▲	▲	▲	48
ST. ANDREWS ELEM.	92	▲	Pilot	▲	50
TABUSINTAC ELEM.	15	▲	▲	▲	67
DISTRICT 16	**471**	▲	▲	▲	**53**
ASSINIBOINE AVE.	34	■	■	▲	27
CAMBRIDGE-NARROWS	8	■	▲	▲	38

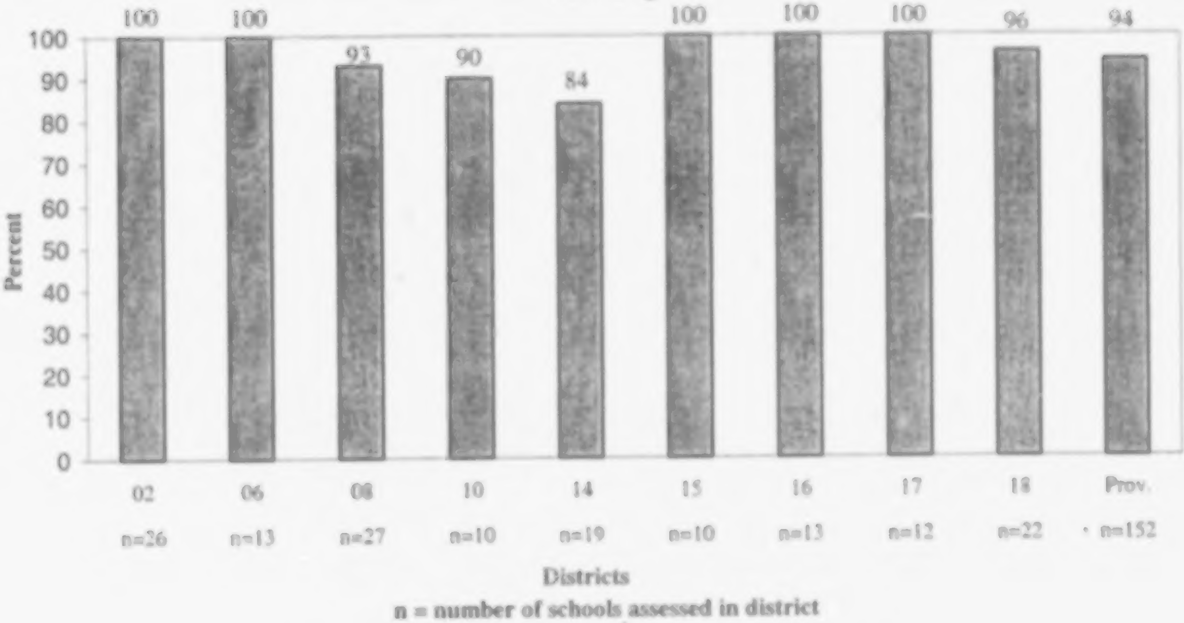
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 2002-2003

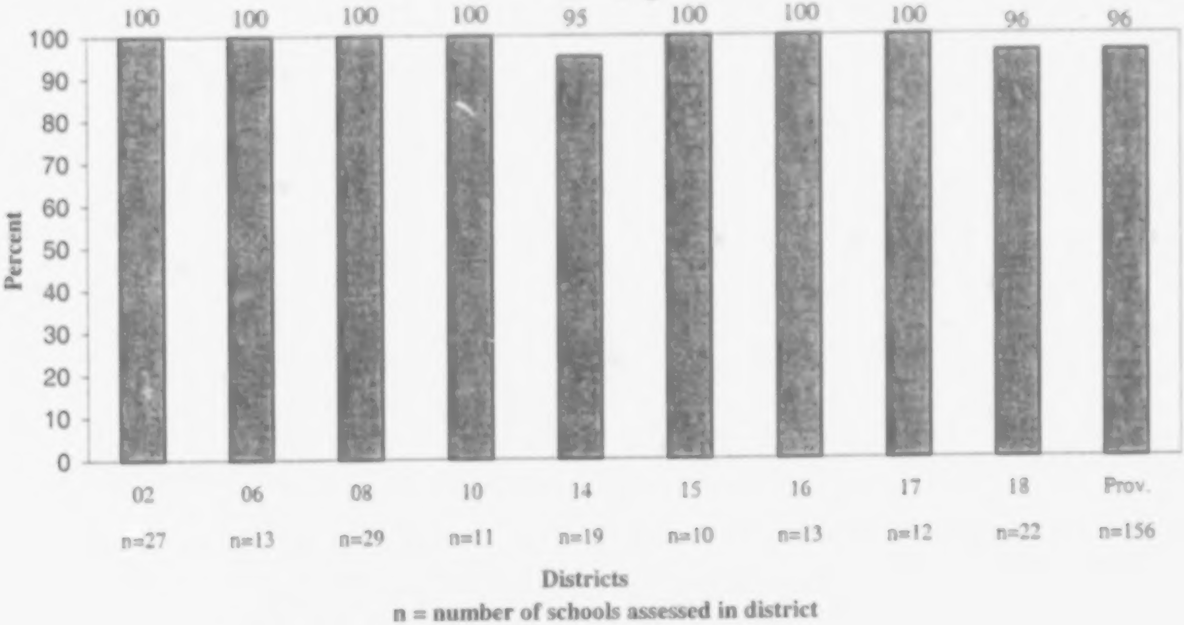
School	No. of Students	Expectation Level			% Acceptable or Above
		Math	Science	Reading	Writing
CHIPMAN ELEM.	25	▲	▲	▲	23
COLES ISLAND	8	▲	▲	▲	75
GAGETOWN	5	▲	▲	▲	33
GEARY ELEM.	15	▲	▲	▲	87
GESNER ST. ELEM.	64	▲	▲	▲	55
HUBBARD AVE. ELEM.	18	■	■	▲	10
LOWER LINCOLN	32	■	■	▲	25
MINTO ELEM/MIDDLE	74	▲	▲	▲	31
SUMMERHILL STREET	72	▲	Pilot	▲	48
SUNBURY WEST	25	▲	▲	▲	44
DISTRICT 17	**380**	▲	▲	▲	**40**
ALEXANDER GIBSON	64	▲	▲	▲	70
BARKERS POINT	48	▲	▲	▲	44
CONNAUGHT STREET	50	▲	▲	▲	53
DOAKTOWN CONS.	19	■	■	▲	21
DOUGLAS	14	▲	●	▲	43
GARDEN CREEK	57	▲	▲	▲	65
HARVEY ELEM.	35	▲	▲	▲	34
KESWICK RIDGE	21	▲	Pilot	▲	64
KINGSCLEAR CONS.	17	■	▲	▲	37
LIVERPOOL STREET	61	▲	▲	▲	59
MCADAM AVENUE	34	▲	▲	▲	53
MCADAM ELEM.	16	●	▲	▲	40
MONTGOMERY ST.	29	●	●	●	80
NASHWAAK VALLEY	18	▲	▲	▲	28
NASHWAAKSIS MEM.	46	▲	▲	▲	35
NEW MARYLAND	87	▲	▲	▲	49
PARK STREET	68	▲	▲	▲	70
PRIESTMAN STREET	73	▲	▲	▲	66
ROYAL ROAD	55	▲	▲	▲	55
SOUTH DEVON	35	■	▲	■	24
STANLEY ELEM.	27	▲	▲	▲	67
UPPER MIRAMICHI	27	▲	▲	▲	48
DISTRICT 18	**901**	▲	▲	▲	**54**
PROVINCE	**6150**	▲	▲	▲	**47**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

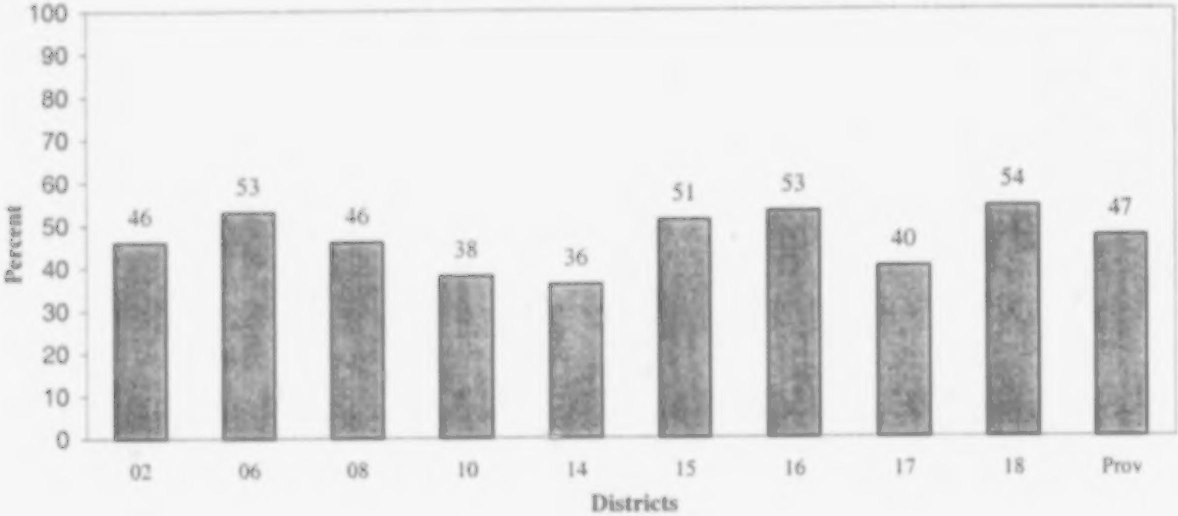
Provincial Assessment at Grade Five 2002-2003
Percent of Schools Meeting or Exceeding Expectations
Reading



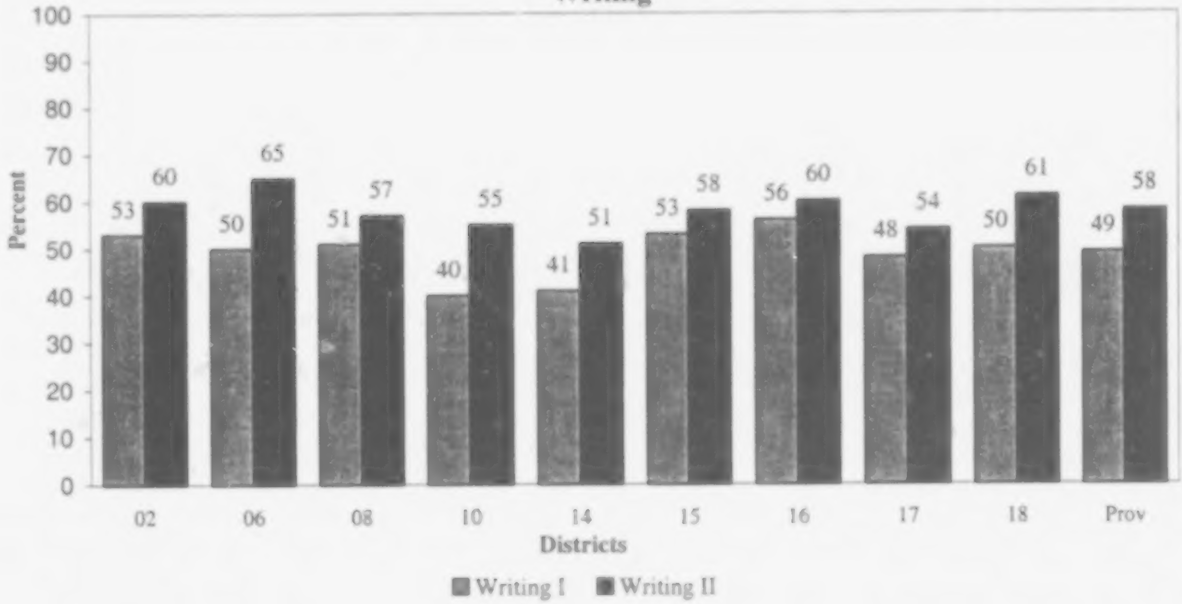
Provincial Assessment at Grade Five 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Reading



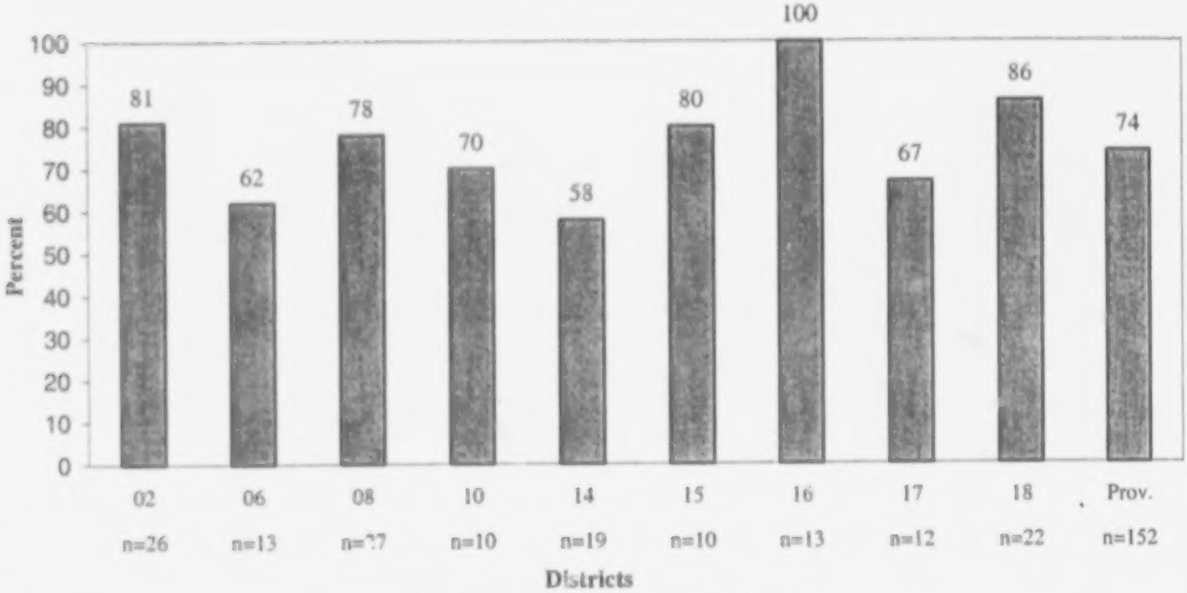
Provincial Assessment at Grade Five 2002-2003
Percent of Students at Acceptable or Higher
Writing



Provincial Assessment at Grade Five 2001-2002
Percent of Students at Acceptable or Higher
Writing

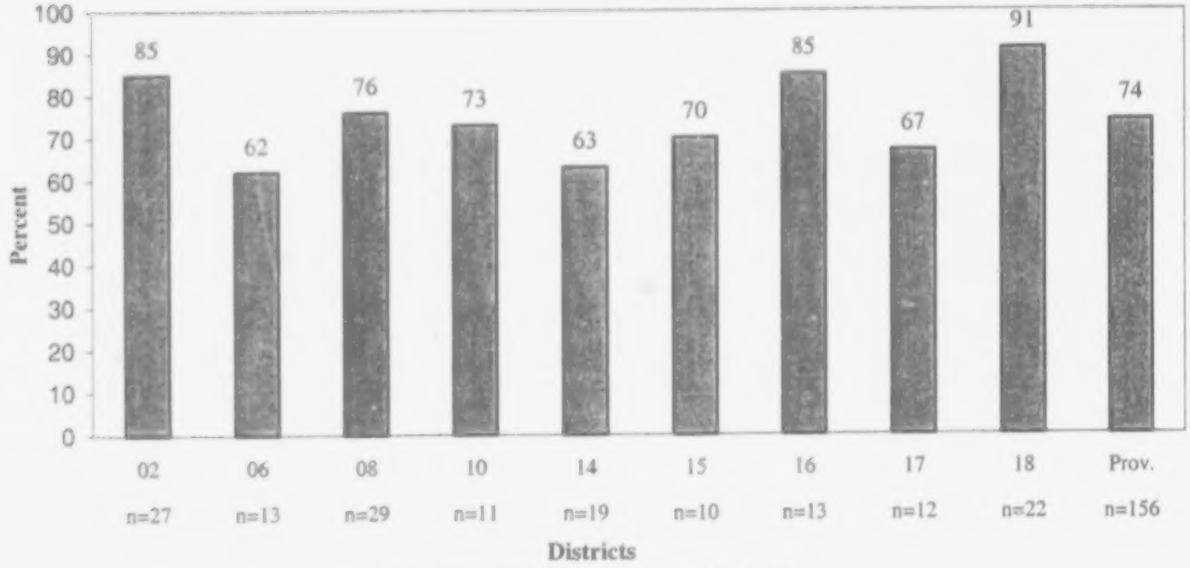


Provincial Assessment at Grade Five 2002-2003
Percent of Schools Meeting or Exceeding Expectations
Mathematics

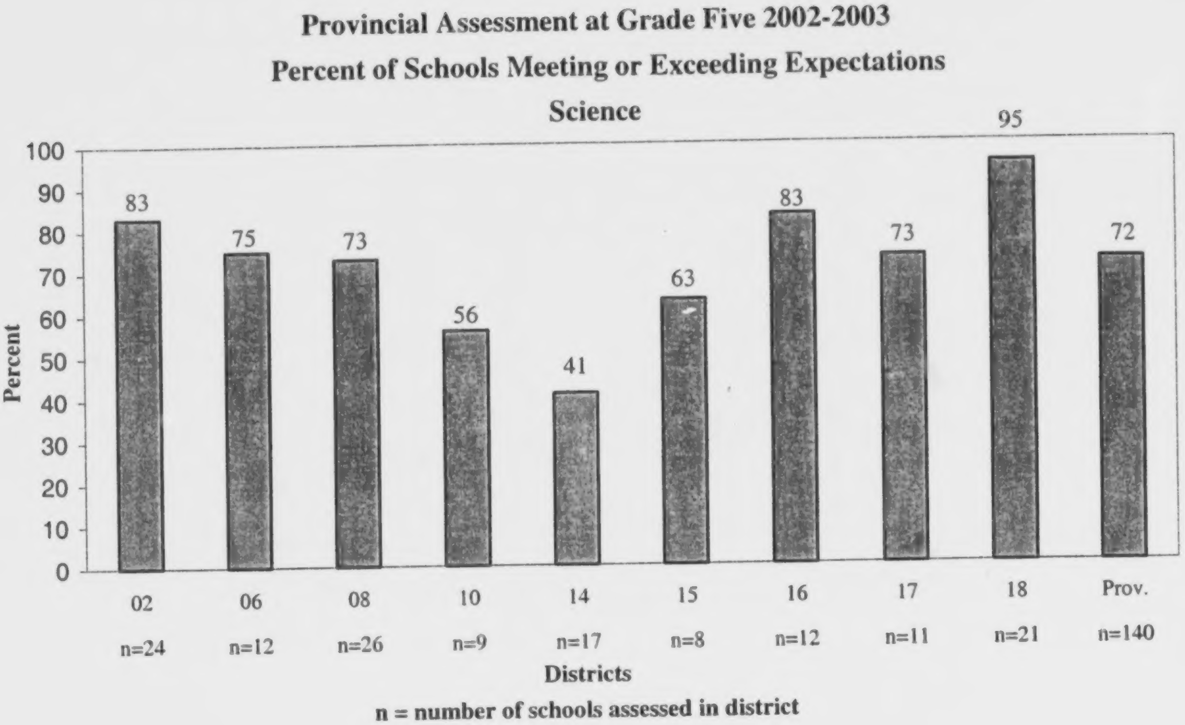


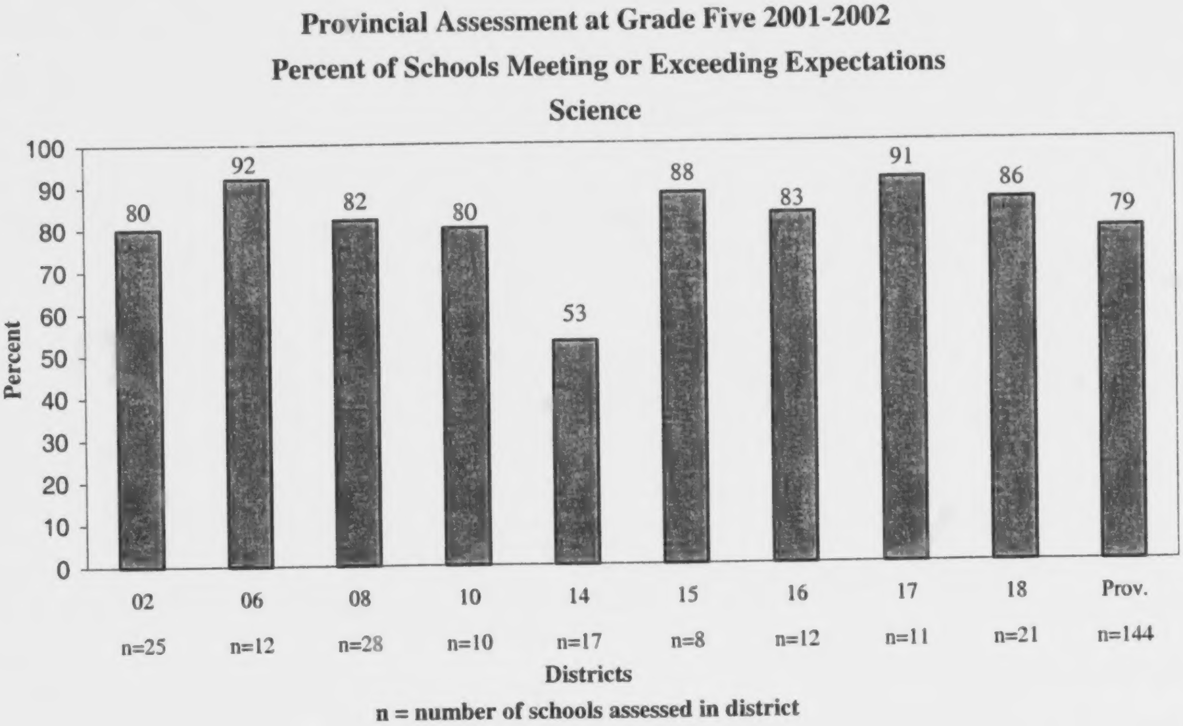
n = number of schools assessed in district

Provincial Assessment at Grade Five 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Mathematics



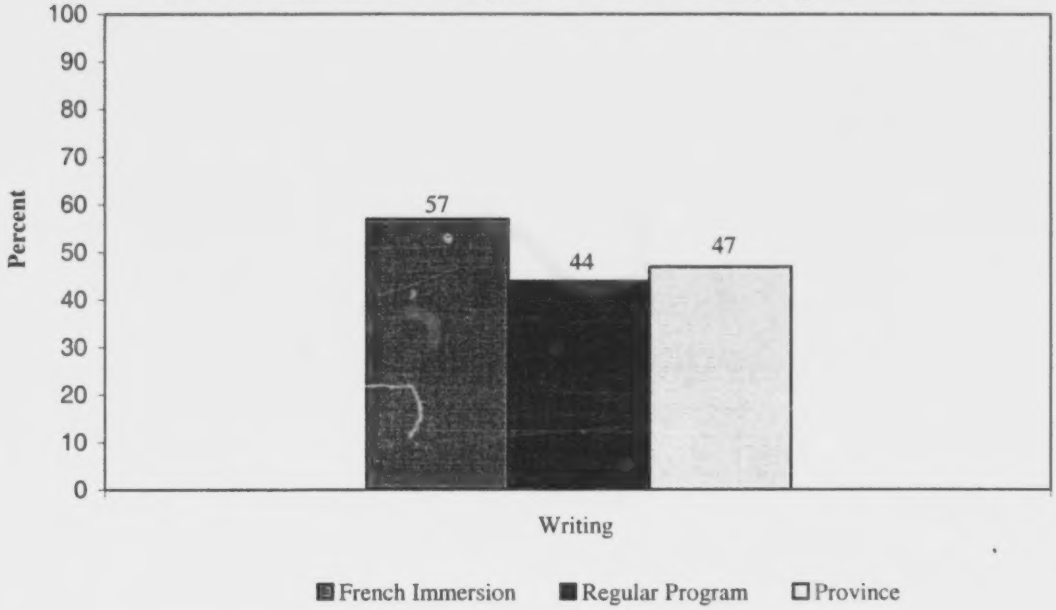
n = number of schools assessed in district


Provincial Assessment at Grade Five 2002-2003
Percent of Schools Meeting or Exceeding Expectations
Science
Percent
100
90
80
70
60
50
40
30
20
10
0
83
75
73
56
41
63
83
73
95
72
02
06
08
10
14
15
16
17
18
Prov.
n=24
n=12
n=26
n=9
n=17
n=8
n=12
n=11
n=21
n=140
Districts
n = number of schools assessed in district


Provincial Assessment at Grade Five 2001-2002
Percent of Schools Meeting or Exceeding Expectations
Science
Percent
100
90
80
70
60
50
40
30
20
10
0
80
92
82
80
53
88
83
91
86
79
02
06
08
10
14
15
16
17
18
Prov.
n=25
n=12
n=28
n=10
n=17
n=8
n=12
n=11
n=21
n=144
Districts
n = number of schools assessed in district

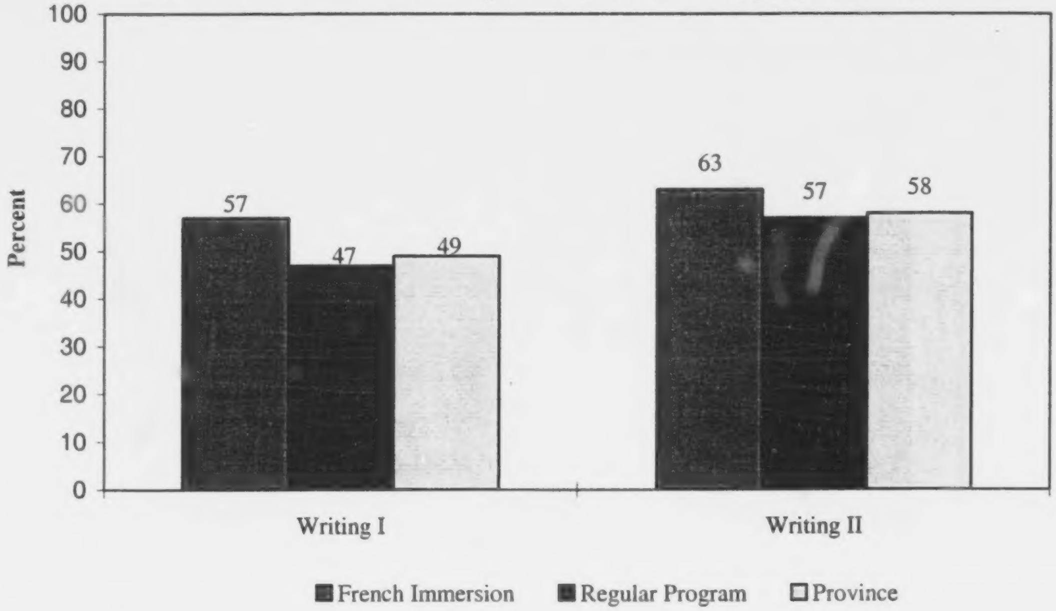
Provincial Assessment at Grade Five 2002-2003

Percent of Students at Acceptable or above - Language of Instruction

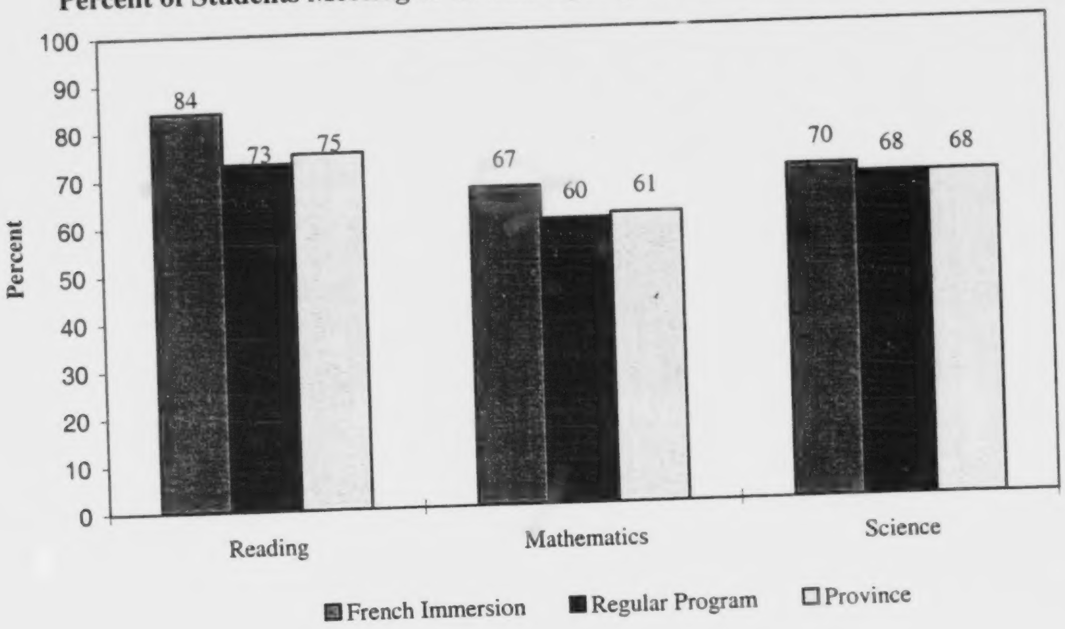


Provincial Assessment at Grade Five 2001-2002

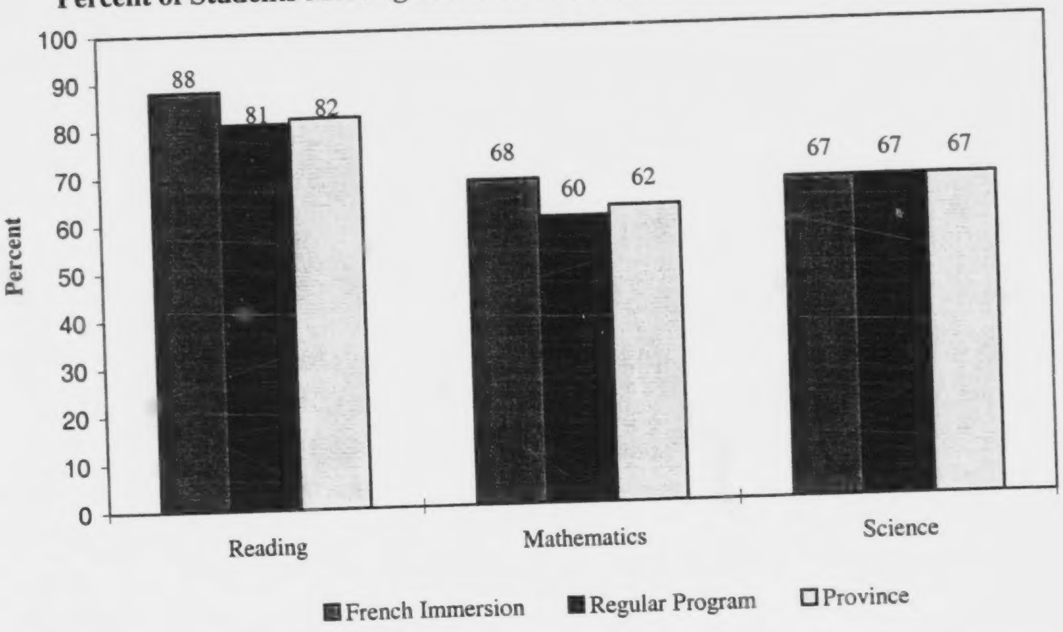
Percent of Students at Acceptable or above - Language of Instruction

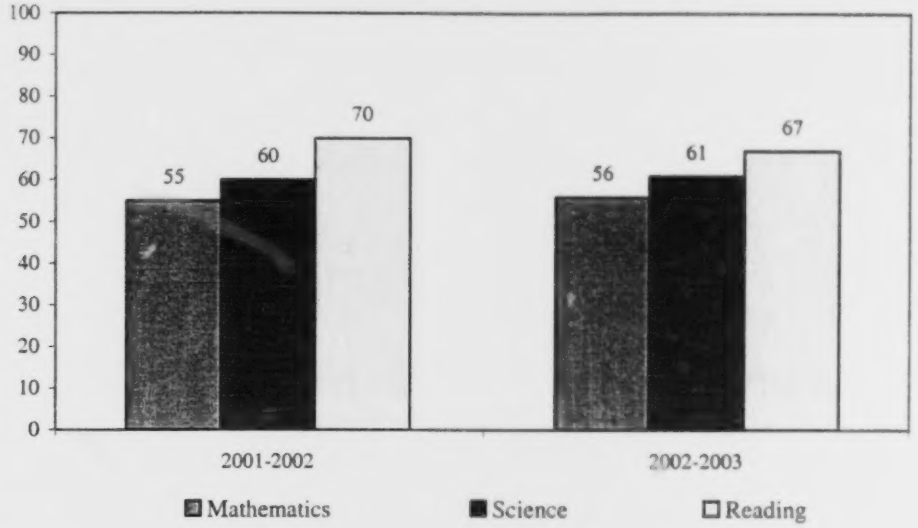


Provincial Assessment at Grade Five 2002-2003
Percent of Students Meeting or Exceeding Expectations - Language of Instruction



Provincial Assessment at Grade Five 2001-2002
Percent of Students Meeting or Exceeding Expectations - Language of Instruction





Grade 5 Assessment - Provincial Averages

FRENCH SECOND LANGUAGE ASSESSMENT AT GRADE 6

French Second Language Assessment at Grade 6

Background

A reading and writing assessment for early (grade 1 entry) French Immersion students was administered to grade 6 students in April, 2003. This annual program assessment is designed to monitor student achievement in French as a second language.

The reading assessment consisted of a variety of texts, each with a series of selected response questions designed to measure reading comprehension. The passages included a range of age-appropriate materials which students might encounter in the classroom as well as during extra-curricular pursuits. Writing was assessed by one required task and was marked independently by two trained scorers.

Findings

- One thousand, two hundred and eighty-five students participated in this assessment. Of these, 701 were female, 584 male.
- Sixty-seven percent of the students achieved a level of acceptable or better in reading, compared to 66% in 2001-2002. Sixty-nine percent reached acceptable or above in writing while results were 77% previously.
- Females slightly outperformed males, with 67% of the females at acceptable or better in reading compared to 66% of the males; in writing, the figures were 78% for females and 59% for males.

French Second Language Assessment at Grade 6 - 2002-2003

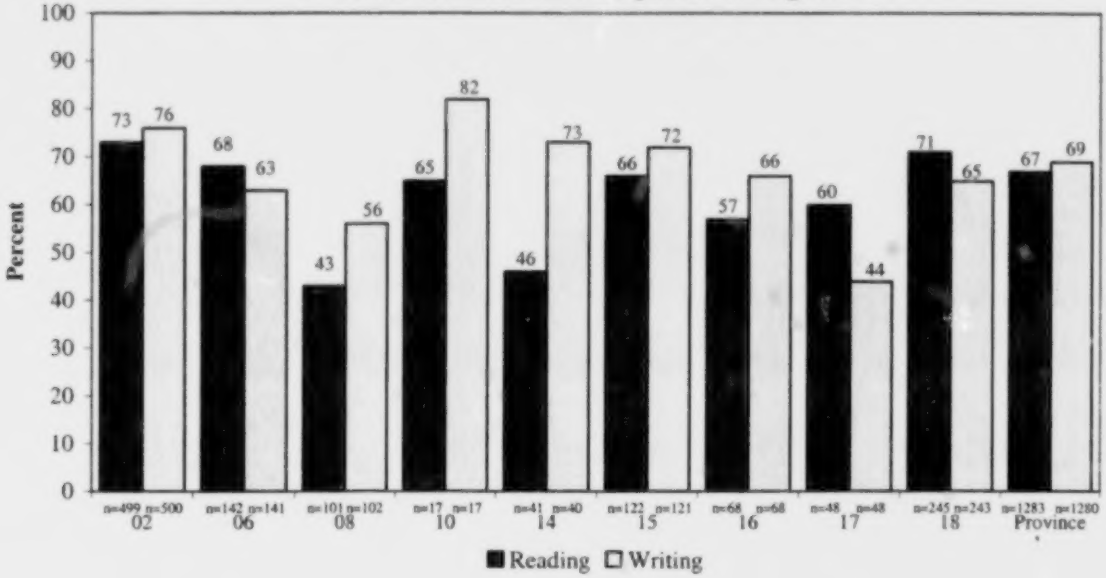
In reading the following chart, you can see that 47 students at Bessborough School participated in the French Second Language Assessment at Grade 6 in April of 2003. Eighty-nine percent of these students performed at acceptable or higher levels on the reading component, and 85% performed at those levels on the writing portion.

		% ACCEPTABLE OR ABOVE	
SCHOOL	NO. OF STUDENTS	READING	WRITING
BEAVERBROOK	14	64	64
BESSBOROUGH	47	89	85
BIRCHMOUNT	22	86	91
EDITH CAVELL	10	70	70
EVERGREEN PARK	53	83	76
JMA ARMSTRONG	39	54	51
LEWISVILLE MIDDLE	44	71	86
LOU MACNARIN	21	67	76
MAGNETIC HILL	22	96	96
MARSHVIEW MIDDLE	37	73	78
QUEEN ELIZABETH	33	82	85
RIVERVIEW MIDDLE	116	65	72
SHEDIAC CAPE	18	61	72
SUNNY BRAE MIDDLE	23	78	74
DISTRICT 02	**499**	**73**	**76**
HAMPTON MIDDLE	23	70	61
HARRY MILLER MIDDLE	22	64	86
QUISPAMSIS MIDDLE	32	72	71
ROTHESAY PARK	25	84	76
SUSSEX MIDDLE	40	58	38
DISTRICT 06	**142**	**68**	**63**
MILLIDGEVILLE NORTH	101	43	56
DISTRICT 08	**101**	**43**	**56**
ST. STEPHEN MIDDLE	17	65	82
DISTRICT 10	**17**	**65**	**82**
JOHN CALDWELL	24	63	83
PERTH-ANDOVER MIDDLE	17	24	59
DISTRICT 14	**41**	**46**	**73**

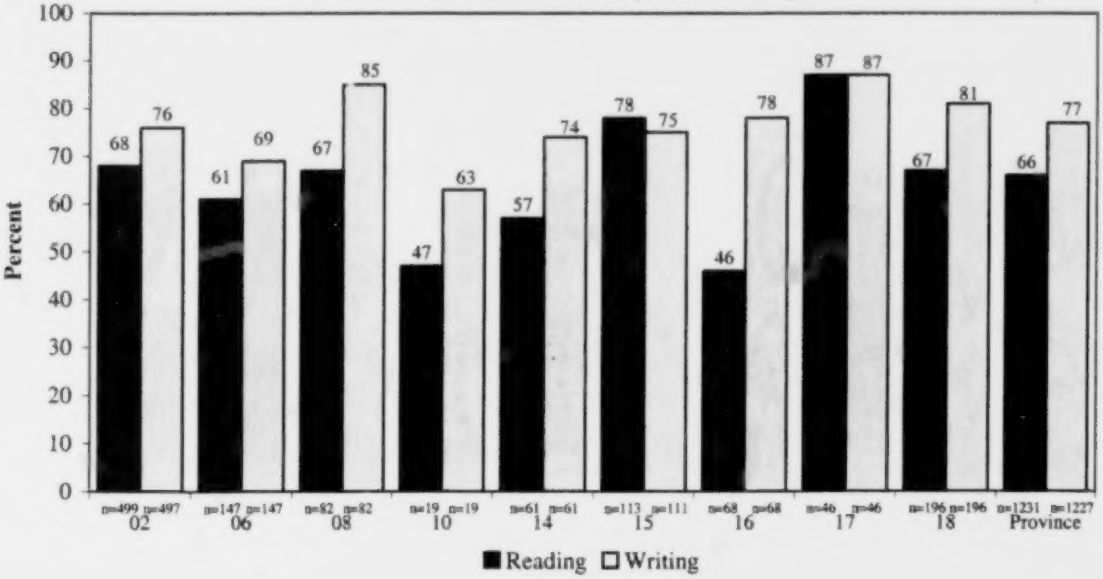
French Second Language Assessment at Grade 6 - 2002-2003

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
CAMPBELLTON MIDDLE	43	63	79
DALHOUSIE MIDDLE	19	63	83
SUPERIOR MIDDLE	60	68	63
DISTRICT 15	**122**	**66**	**72**
DR. LOSIER MIDDLE	31	65	71
HARKINS MIDDLE	37	51	62
DISTRICT 16	**68**	**57**	**66**
HAROLD PETERSON MIDDLE	40	63	48
MINTO ELEM/MIDDLE	8	50	25
DISTRICT 17	**48**	**60**	**44**
GEORGE STREET MIDDLE	146	80	73
HARVEY	15	53	20
NASHWAAKSIS MIDDLE	84	60	61
DISTRICT 18	**245**	**71**	**65**
PROVINCE	**1283**	**67**	**69**

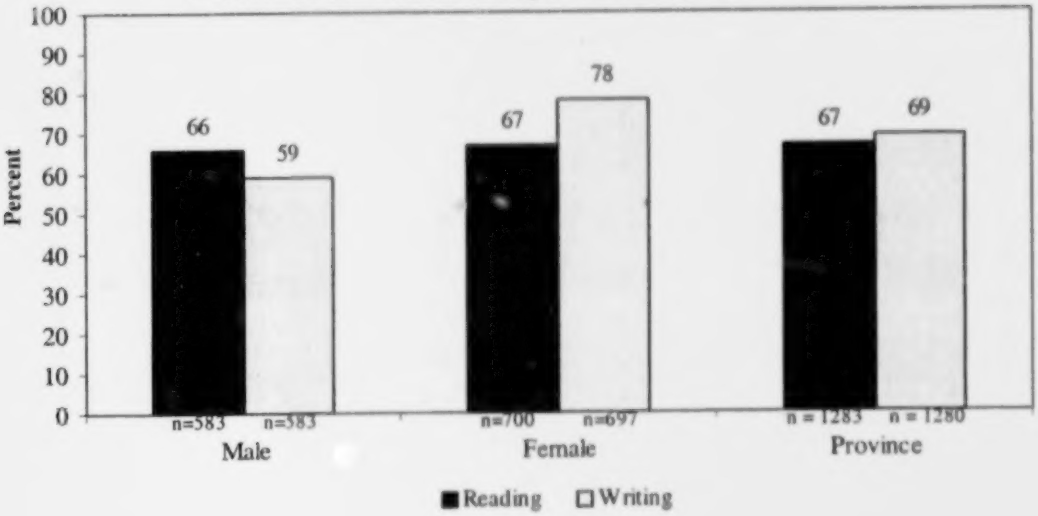
Provincial Assessment at Grade Six 2002-2003
French Second Language
Percent of Students at Acceptable or Higher



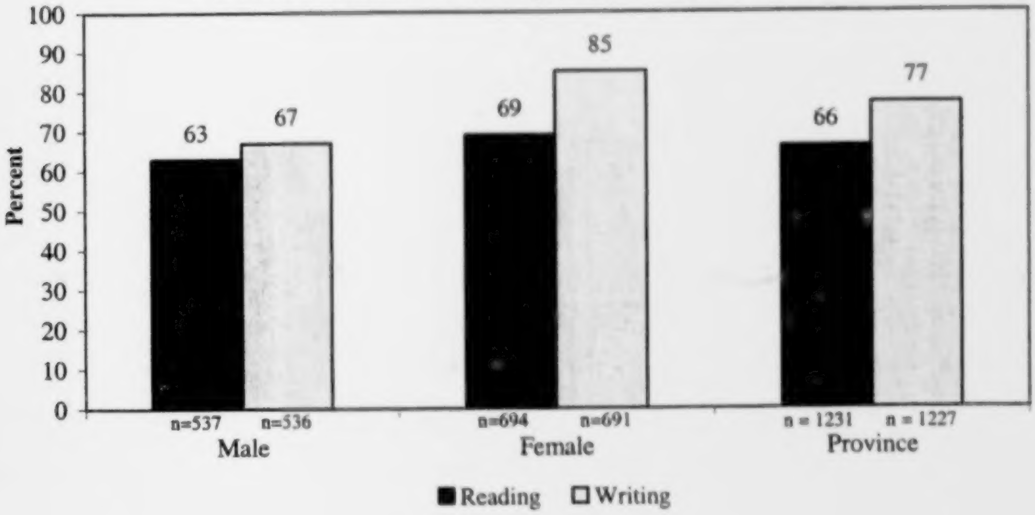
Provincial Assessment at Grade Six 2001-2002
French Second Language
Percent of Students at Acceptable or Higher



Provincial Assessment at Grade Six 2002-2003
French Second Language
Percent of Students at Acceptable or Higher - Gender



Provincial Assessment at Grade Six 2001-2002
French Second Language
Percent of Students at Acceptable or Higher - Gender



Appendix A

TECHNICAL ISSUES

Technical Issue I: Confidence in Assessment Results

In evaluating the technical quality of an assessment, measurement specialists employ two key concepts: reliability and validity. Reliability is determined entirely through statistical analysis and validity is a function of both human judgement and statistical analysis. These two technical properties reflect an exam's "quality" and are useful in determining the degree of confidence that can be placed in test scores.

Validity is the extent to which an assessment measures what it is supposed to measure and more importantly, the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that the same student is a good reader? To ensure validity, test writers initially follow carefully designed development guidelines in order to link assessments to the intended curriculum and/or intended learning outcomes. Next, the potential exam questions are carefully screened for balance and fairness by classroom teachers and other educators. Field-testing provides evidence of question difficulty and discrimination, and in combination with the other steps, ensures provincial assessments will provide accurate estimates of students' performance on what they are expected to learn or do.

Reliability, in terms of educational testing, is concerned with the differences between **test scores** and **true scores** which represent the actual level of achievement or performance of the students. Because all measurement is subject to error, the true score of an individual can never be known; therefore, the test score must be used as an approximation. Reliability may be thought of as a matter of estimating how closely test scores approximate the true scores. An assessment cannot be valid if it is not reliable.

Reliability is usually expressed statistically as a coefficient where values can lie between 0.00 and 1.00. While there is no absolute standard for acceptable reliability, values in the .70 to .80 range are considered desirable by assessment specialists. The reliability coefficients on the next page strongly suggest that provincial tests accurately measure expected learning outcomes.

Reliability Coefficients for 2002-2003

Provincial Examinations - January 2003

Mathematics 111/112:	0.9086	English 111/112:	0.8178
Mathematics 113:	N/A	English 113:	0.9169

- June 2003

Mathematics 111/112:	0.9175	English 111/112:	0.8440
Mathematics 113:	0.9022	English 113:	0.8445

Middle Level English Language Proficiency Assessment - Fall 2002

Reading Component: 0.8479 (selected response only)*

Middle Level Mathematics Assessment - June 2003

0.9462

French Second Language Provincial Assessment at Grade 6 - May 2003

Reading: 0.8720

Provincial Assessment at Grade 5 - May 2003

Reading:	0.9316
Mathematics:	0.9663
Science:	0.8425

Provincial Assessment at Grade 3 - May 2003

Reading-English:	0.9464
Reading-Immersion:	0.9329
Mathematics:	0.9654

* In the writing components, each question is marked by raters who must agree exactly on the level to be assigned to the piece. Thus the inter-rater reliability equals 1.00.

Technical Issue II: Expectations

1. **Q. What is the reason for reporting elementary school achievement in terms of expectations?**

   A. It is customary to believe that a test mark of 50 percent indicates, albeit just barely, satisfactory performance. Fifty percent is arbitrary and any value can easily be substituted to show a passing score. In reality, 70 percent on an "easy" test may reflect the same degree of achievement that 40 percent shows on a "hard" test. On the other hand, test averages can also misrepresent true mastery. For example, an average score of 48 correct answers out of a possible 125 does not suggest high achievement, and the often- used statement "we're average" is misleading. For the grade 3 and grade 5 assessments, it was felt that it would be more meaningful to report student achievement based on the collective judgement of teachers and parents rather than on an arbitrary value such as 50 percent or in relation to an average.

2. **Q. How were expectations set?**

   A. Every year, from 2000 to 2002, elementary teachers and parents from across the province reviewed assessment questions and collectively decided what percentage of students defined as "borderline" or "competent" should be able to answer them correctly. For 2003, the borderline and competent cut-points are the average cut-points established over the past three years. Thus, the expectation levels arrived at for this year are based on the judgements of 450 individuals over a three-year period. The averaging process captures the judgments of hundreds of different teachers and parents and serves to stabilize the effect of yearly fluctuations.

3. **Q. What factors did teachers and parents use to determine whether children will correctly answer any given question?**

   A. The most important factor is the difficulty level of the questions. Question difficulty is related to the inherent difficulty of the outcome it is attempting to measure and its cognitive level (recall, application, analysis, etc). To a lesser degree, a question's verbal loading (wordiness), position on the page, student opportunity to master the skill(s) being assessed and instructional methodologies are also taken into consideration.

4. **Q. How were *exceeded*, *met*, and *below expectations* levels determined?**

   A. The sum of the expected percent correct for "borderline" students becomes the lower limit (cut-point) for all the scores within the *meets expectations* range. The upper limit of that range is the sum of the expected percent for the competent students. Classes, schools and districts with averages below the expected minimums are designated as being *below expectations*. Classes, schools and districts with averages above the expected minimums are designated as having *exceeded expectations*. Classes, schools, and districts with averages within the expected minimums are designated as having *met expectations*.

5. **Q. How can the grade 3 and grade 5 assessments best be used to monitor school achievement?**

   A. Look for trends in the strand scores which are in terms of simple percent correct. Every effort possible is made to ensure that the difficulty levels of the grade 3 and grade 5 assessments remain parallel from year to year and that increases or decreases in scores reflect real change in achievement and not simply differences in test difficulty.

6. **Q. How should schools treat the results of the elementary assessments?**

   A. Simply as a single indicator of school effectiveness, albeit one that is common across the province. Changes of two to five percentage points in strand results either up or down from year to year most likely reflect random fluctuations as opposed to "real" differences in achievement. District results and provincial results can be used as "anchor" points in helping to evaluate school results, even if they appear to have slipped downward. For example, if an individual school drops 5% or so on a given strand while the district fell 8%, some consolation can be found in the fact that the school "held its own" in comparison to the district. Although it is preferable to view assessment results in absolute terms for the sake of planning, comparisons with district and provincial results can be used to show that while school results have slipped, the assessment data indicates an overall provincial weakness as well.

Technical Issue III: Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	13	100
02-1402 MARSHVIEW	86	98
02-1416 PORT ELGIN REG	34	100
02-1503 BEAVERBROOK	47	83
02-1504 BESSBOROUGH	40	98
02-1505 BIRCHMOUNT	85	95
02-1519 HILLCREST	58	100
02-1528 MAGNETIC HILL	53	98
02-1547 QUEEN ELIZABETH	61	100
02-1549 RIVERVIEW MIDDLE	271	99
02-1553 SHEDIAC CAPE	29	93
02-1559 SUNNY BRAE MIDDLE	77	95
02-1571 LEWISVILLE MIDDLE	108	97
02-1573 EDITH CAVELL	30	97
02-1574 LOU MACNARIN	44	95
02-1576 EVERGREEN PARK	86	98
02-1602 HAVELOCK MIDDLE	17	100
02-1604 PETITCODIAC REG	64	97
02-1610 JMA ARMSTRONG/SALI	78	99
02-1702 CALEDONIA	51	94
02-1704 RIVERSIDE CONS	7	86
DISTRICT 02	**1339**	**97**
06-1820 SUSSEX MIDDLE	230	96
06-1921 HAMPTON MIDDLE	152	99
06-1925 MACDONALD CONS	40	98
06-1929 HARRY MILLER MID	90	100
06-1942 ROTHESAY PARK	106	98
06-1945 BELLEISLE	39	95
06-1946 QUISPAMSIS MIDDLE	206	99
DISTRICT 06	**863**	**98**
08-2003 BARNHILL MEM	86	95
08-2005 BEACONSFIELD	73	99
08-2013 FOREST HILLS MID	94	100
08-2020 HAZEN-WHITE/ST FRA	16	75
08-2031 LORNE MIDDLE	69	86
08-2039 PRINCE CHARLES	20	90
08-2041 PRINCESS ELIZABETH	101	94
08-2046 SIMONDS MIDDLE	82	93
08-2052 ST MARTINS	11	100
08-2057 ST ROSE	89	100
08-2065 MILLIDGEVILLE	51	100
08-2066 BAYSIDE MIDDLE	194	97
08-2067 SAINT JOHN THE BAP	26	88
08-2072 RIVER VALLEY	148	97
08-2074 FUNDY SHORES	13	100
DISTRICT 08	**1073**	**96**
10-2104 DEER ISLAND COMM	7	100
10-2111 FUNDY	108	98
10-2201 GRAND MANAN	39	100
10-2301 CAMPOBELLO	14	100
10-2310 SIR JAMES DUNN	25	100
10-2337 ST STEPHEN	163	97
DISTRICT 10	**356**	**98**

Technical Issue III: Participation Rates
Middle Level English Language Proficiency Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2803 CANTERBURY	24	100
14-2807 KESWICK VALLEY MEM	29	100
14-2811 NACKAWIC MIDDLE	70	100
14-2901 WOODSTOCK MIDDLE	174	100
14-2904 HARTLAND	57	96
14-3001 BATH MIDDLE	33	97
14-3005 CENTREVILLE	31	77
14-3008 FLORENCEVILLE MIDD	80	96
14-3105 PERTH-ANDOVER	93	94
14-3111 TOBIQUE VALLEY	58	91
14-5001 JOHN CALDWELL	71	99
14-5401 SAINT MARY'S ACAD	19	89
DISTRICT 14	**739**	**96**
15-3601 JACQUET RIVER	49	96
15-3614 DALHOUSIE MIDDLE	45	96
15-3806 CAMPBELLTON MIDDLE	74	88
15-4207 SUPERIOR MIDDLE	171	95
DISTRICT 15	**339**	**94**
16-0802 TABUSINTAC RURAL	15	93
16-0812 HARKINS MIDDLE	185	98
16-0825 NORTH & SOUTH ESK	42	100
16-0839 MILLERTON	18	100
16-0843 BLACKVILLE	42	95
16-1013 MIRAMICHI RURAL	8	100
16-1017 NELSON RURAL	35	100
16-1025 DR LOSIER MIDDLE	123	98
16-4056 ELEANOR W GRAHAM	75	100
DISTRICT 16	**543**	**98**
17-2405 COLES ISLAND	12	83
17-2411 MINTO	63	100
17-2412 CAMBRIDGE NARROWS	14	64
17-2413 CHIPMAN FOREST AVE	40	98
17-2505 SUNBURY WEST	49	100
17-2511 HAROLD PETERSON	122	97
17-2512 RIDGEVIEW MIDDLE	121	95
17-2522 GAGETOWN	16	100
DISTRICT 17	**437**	**96**
18-0901 DOAKTOWN	12	92
18-0904 UPPER MIRAMICHI	28	100
18-0906 STANLEY	30	93
18-2601 ALBERT ST	200	100
18-2605 DEVON MIDDLE	131	94
18-2611 KESWICK RIDGE	21	90
18-2619 GEORGE ST	183	98
18-2636 NASHWAAKSIS	225	96
18-2704 MCADAM	26	92
18-2705 HARVEY	46	100
DISTRICT 18	**902**	**97**
PROVINCE	**6591**	**97**

Technical Issue III: Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	11	100
02-1402 MARSHVIEW	84	100
02-1416 PORT ELGIN REG	33	100
02-1503 BEAVERBROOK	48	83
02-1504 BESSBOROUGH	42	95
02-1505 BIRCHMOUNT	82	96
02-1519 HILLCREST	58	97
02-1528 MAGNETIC HILL	54	98
02-1547 QUEEN ELIZABETH	57	95
02-1549 RIVERVIEW MIDDLE	272	98
02-1553 SHEDIAC CAPE	27	85
02-1559 SUNNY BRAE MIDDLE	75	95
02-1571 LEWISVILLE MIDDLE	107	98
02-1573 EDITH CAVELL	28	96
02-1574 LOU MACNARIN	42	95
02-1576 EVERGREEN PARK	87	97
02-1602 HAVELOCK MIDDLE	17	94
02-1604 PETITCODIAC REG	62	97
02-1610 JMA ARMSTRONG/SALI	77	99
02-1702 CALEDONIA	48	94
02-1704 RIVERSIDE CONS	6	50
DISTRICT 02	**1317**	**96**
06-1820 SUSSEX MIDDLE	233	95
06-1921 HAMPTON MIDDLE	145	96
06-1925 MACDONALD CONS	37	97
06-1929 HARRY MILLER MID	91	100
06-1942 ROTHESAY PARK	110	95
06-1945 BELLEISLE	37	95
06-1946 QUISPAMSIS MIDDLE	203	96
DISTRICT 06	**856**	**96**
08-2003 BARNHILL MEM	80	93
08-2005 BEACONSFIELD	71	99
08-2013 FOREST HILLS MID	92	98
08-2020 HAZEN-WHITE/ST FRA	19	84
08-2031 LORNE MIDDLE	67	94
08-2039 PRINCE CHARLES	19	89
08-2041 PRINCESS ELIZABETH	97	97
08-2046 SIMONDS MIDDLE	85	91
08-2052 ST MARTINS	11	100
08-2057 ST ROSE	90	100
08-2065 MILLIDGEVILLE	50	100
08-2066 BAYSIDE MIDDLE	191	97
08-2067 SAINT JOHN THE BAP	22	86
08-2072 RIVER VALLEY	144	89
08-2074 FUNDY SHORES	13	100
DISTRICT 08	**1051**	**95**
10-2104 DEER ISLAND COMM	7	100
10-2111 FUNDY	110	100
10-2201 GRAND MANAN	34	100
10-2301 CAMPOBELLO	14	100
10-2310 SIR JAMES DUNN	23	100
10-2337 ST. STEPHEN	161	95
DISTRICT 10	**349**	**98**

Technical Issue III: Participation Rates
Middle Level Mathematics Assessment

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2803 CANTERBURY	24	96
14-2807 KESWICK VALLEY MEM	30	97
14-2811 NACKAWIC MIDDLE	67	96
14-2901 WOODSTOCK MIDDLE	176	97
14-2904 HARTLAND	59	97
14-3001 BATH MIDDLE	34	97
14-3005 CENTREVILLE	28	86
14-3008 FLORENCEVILLE MIDD	83	98
14-3105 PERTH-ANDOVER	91	89
14-3111 TOBIQUE VALLEY	56	100
14-5001 JOHN CALDWELL	71	94
14-5401 SAINT MARY'S ACAD	17	100
DISTRICT 14	**736**	**96**
15-3601 JACQUET RIVER	48	90
15-3614 DALHOUSIE MIDDLE	42	98
15-3806 CAMPBELLTON MIDDLE	73	89
15-4207 SUPERIOR MIDDLE	172	97
DISTRICT 15	**335**	**94**
16-0802 TABUSINTAC RURAL	16	81
16-0812 HARKINS MIDDLE	178	98
16-0825 NORTH & SOUTH ESK	42	100
16-0839 MILLERTON	17	100
16-0843 BLACKVILLE	42	95
16-1013 MIRAMICHI RURAL	9	100
16-1017 NELSON RURAL	32	100
16-1025 DR LOSIER MIDDLE	123	94
16-4056 ELEANOR W GRAHAM	74	100
DISTRICT 16	**533**	**97**
17-2405 COLES ISLAND	9	89
17-2411 MINTO	62	94
17-2412 CAMBRIDGE NARROWS	13	54
17-2413 CHIPMAN FOREST AVE	41	98
17-2505 SUNBURY WEST	49	96
17-2511 HAROLD PETERSON	122	97
17-2512 RIDGEVIEW	122	86
17-2522 GAGETOWN	17	100
DISTRICT 17	**435**	**92**
18-0901 DOAKTOWN	12	92
18-0904 UPPER MIRAMICHI	26	100
18-0906 STANLEY	31	90
18-2601 ALBERT ST	200	97
18-2605 DEVON MIDDLE	128	88
18-2611 KESWICK RIDGE	21	90
18-2619 GEORGE ST	180	99
18-2636 NASHWAAKSIS	221	95
18-2704 MCADAM	25	92
18-2705 HARVEY	47	89
DISTRICT 18	**891**	**95**
PROVINCE	**6503**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER CONS	10	90
02-1416 PORT ELGIN	19	95
02-1417 SALEM	83	98
02-1503 BEAVERBROOK	30	90
02-1504 BESSBOROUGH	57	95
02-1505 BIRCHMOUNT	74	93
02-1514 FOREST GLEN	65	92
02-1516 GUNNINGSVILLE	50	100
02-1519 HILLCREST	22	95
02-1527 LOWER COVERDALE	11	100
02-1528 MAGNETIC HILL	45	93
02-1541 MOUNTAIN VIEW	8	100
02-1547 QUEEN ELIZABETH	51	96
02-1550 FRANK L. BOWSER	54	94
02-1551 WEST RIVERVIEW	68	96
02-1553 SHEDIAC CAPE	37	97
02-1560 UPLANDS	15	93
02-1567 CLAUDE D. TAYLOR	75	100
02-1572 ARNOLD H. MACLEOD	67	94
02-1573 EDITH CAVELL	33	97
02-1574 LOU MACNARIN	68	91
02-1576 EVERGREEN PARK	93	97
02-1602 HAVELOCK	29	93
02-1604 PETITCODIAC REG	43	98
02-1607 SALISBURY ELEM	89	97
02-1703 HILLSBOROUGH ELEM	37	100
02-1704 RIVERSIDE CONS	16	88
DISTRICT 02	**1249**	**96**
06-1801 APOHAQUI	20	95
06-1811 NORTON	17	94
06-1817 SUSSEX ELEM	94	97
06-1819 SUSSEX CORNER	74	93
06-1925 MACDONALD CONS	34	97
06-1927 ROTHESAY ELEM	92	98
06-1930 FAIRVALE	95	97
06-1931 KENNEBECASIS PARK	37	97
06-1932 QUISPAMSIS ELEM	76	95
06-1938 BELLEISLE ELEM	46	87
06-1939 HAMPTON ELEM	109	94
06-1943 LAKEFIELD ELEM	75	96
06-1944 HAMMOND RIVER VALLEY	35	100
DISTRICT 06	**804**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
08-2003 BARNHILL MEM	16	100
08-2004 BAYVIEW	43	98
08-2007 CENTENNIAL	50	92
08-2008 CHAMPLAIN HEIGHTS	50	88
08-2013 FOREST HILLS MIDDLE	81	93
08-2014 GLEN FALLS	24	92
08-2016 INGLEWOOD	46	96
08-2017 GRANDVIEW AVE	26	73
08-2019 HAVELOCK	27	100
08-2020 HAZEN WHITE-ST FRANC	25	84
08-2022 HOLY TRINITY	15	87
08-2023 MORNA HEIGHTS	26	88
08-2028 LAKEWOOD HEIGHTS	42	95
08-2030 LOCH LOMOND	73	96
08-2039 PRINCE CHARLES	34	85
08-2041 PRINCESS ELIZABETH	21	95
08-2045 SEAWOOD	20	100
08-2052 ST. MARTINS	16	100
08-2053 ST. PATRICK'S	43	98
08-2057 ST. ROSE	44	98
08-2059 M. GERALD TEED	40	95
08-2062 WESTFIELD	46	98
08-2065 MILLIDGEVILLE NORTH	74	100
08-2067 ST. JOHN THE BAPTIST	28	82
08-2070 ISLAND VIEW	74	99
08-2073 BROWN'S FLAT	14	100
08-2074 FUNDY SHORES	13	100
DISTRICT 08	**1011**	**94**
10-2101 BACK BAY	14	93
10-2103 BLACKS HARBOUR	36	89
10-2104 DEER ISLAND	12	92
10-2107 PENNFIELD	14	100
10-2110 ST. GEORGE	51	100
10-2201 GRAND MANAN	32	100
10-2206 WHITE HEAD	3	100
10-2301 CAMPOBELLO	23	91
10-2302 LAWRENCE STATION	12	75
10-2311 VINCENT MASSEY	25	100
10-2336 ST. STEPHEN ELEM	101	100
10-2339 MILLTOWN	32	97
DISTRICT 10	**355**	**97**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2802 NACKAWIC ELEM	47	98
14-2803 CANTERBURY	17	100
14-2807 KESWICK VALLEY	22	95
14-2808 MILLVILLE	17	100
14-2902 WOODSTOCK CENT	63	94
14-2905 SOUTHERN CARLETON	71	97
14-2906 CENTRAL CARLETON	39	97
14-2907 DEBEC	23	96
14-3002 BATH ELEM	34	88
14-3004 BRISTOL ELEM	22	100
14-3006 CENTREVILLE ELEM	36	94
14-3008 FLORENCEVILLE MIDDLE	8	100
14-3009 FLORENCEVILLE ELEM	47	96
14-3014 JUNIPER ELEM	6	100
14-3102 NEW DENMARK	3	100
14-3107 ANDOVER ELEM	66	92
14-3108 AROOSTOOK ELEM	10	100
14-3122 DONALD FRASER MEM	38	95
14-5001 JOHN CALDWELL	42	95
14-5401 SAINT MARY'S ACAD	12	100
DISTRICT 14	**623**	**96**
15-3601 JACQUET RIVER	21	86
15-3603 LORNE	5	100
15-3613 L. E. REINSBOROUGH	51	94
15-3803 LORD BEAVERBROOK	71	97
15-3818 TIDE HEAD	10	100
15-4202 CORONATION PARK	20	90
15-4208 SOUTH BATHURST	34	100
15-4210 MARY GOSNELL	17	100
15-4212 BELLEDUNE	5	80
15-4259 JANEVILLE	9	100
15-4260 PARKWOOD	47	100
DISTRICT 15	**290**	**96**
16-0802 TABUSINTAC	14	71
16-0813 HARKINS ELEM	27	100
16-0839 MILLERTON ELEM-JR	15	93
16-0843 BLACKVILLE	45	98
16-0856 CROFT	46	96
16-0858 GRETNA GREEN	37	97
16-0859 NORTH & SOUTH ESK EL	46	100
16-1004 IAN BAILLIE	46	100
16-1013 MIRAMICHI RURAL	6	83
16-1014 NAPAN	11	100
16-1017 NELSON	29	100
16-1018 ST. ANDREWS	34	91
16-4010 HARCOURT	8	88
16-4017 REXTON ELEM	64	100
DISTRICT 16	**428**	**97**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 3

SCHOOL	No. of Students Eligible	Percent of Students Writing
17-2404 CHIPMAN ELEM	34	100
17-2405 COLES ISLAND	6	83
17-2411 MINTO ELEM-MIDDLE	51	92
17-2412 CAMBRIDGE-NARROWS	14	86
17-2503 GEARY ELEM	21	86
17-2504 LOWER LINCOLN	41	90
17-2505 SUNBURY WEST	44	91
17-2506 ASSINIBOINE AVE	58	98
17-2508 GESNER ST	60	95
17-2509 HUBBARD AVE	25	80
17-2510 SUMMERHILL ST	71	99
17-2522 GAGETOWN	12	92
DISTRICT 17	**437**	**93**
18-0903 DOAKTOWN PRIMARY	17	100
18-0905 UPPER MIRAMICHI ELEM	33	100
18-0907 STANLEY ELEM	31	100
18-2602 BARKERS POINT	67	93
18-2604 CONNAUGHT ST	54	83
18-2606 DOUGLAS	10	100
18-2609 GARDEN CREEK	55	98
18-2611 KESWICK RIDGE	29	83
18-2614 KINGSCLEAR CONS	20	85
18-2620 NASHWAAK VALLEY	17	94
18-2621 NASHWAAKSIS MEM	38	100
18-2622 MCADAM AVE	22	95
18-2623 PARK ST	75	96
18-2624 PRIESTMAN ST	65	88
18-2629 SOUTH DEVON	45	87
18-2631 ALEXANDER GIBSON	68	96
18-2633 MONTGOMERY ST	31	87
18-2634 LIVERPOOL ST	60	97
18-2638 ROYAL ROAD	51	88
18-2639 NEW MARYLAND	96	96
18-2701 HARVEY ELEM	34	91
18-2703 MCADAM ELEM	22	82
DISTRICT 18	**940**	**93**
PROVINCE	**6137**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
02-1401 DORCHESTER	12	100
02-1402 MARSHVIEW MIDDLE	88	97
02-1416 PORT ELGIN	25	100
02-1503 BEAVERBROOK	44	84
02-1504 BESSBOROUGH	56	100
02-1505 BIRCHMOUNT	64	98
02-1516 GUNNINGSVILLE	42	98
02-1519 HILLCREST	39	97
02-1527 LOWER COVERDALE	14	93
02-1528 MAGNETIC HILL	35	100
02-1541 MOUNTAIN VIEW	10	100
02-1547 QUEEN ELIZABETH	55	93
02-1550 FRANK L. BOWSER	60	95
02-1551 WEST RIVERVIEW	64	98
02-1553 SHEDIAC CAPE	40	98
02-1559 SUNNY BRAE	67	96
02-1567 CLAUDE D. TAYLOR	88	100
02-1571 LEWISVILLE MIDDLE	87	98
02-1573 EDITH CAVELL	26	92
02-1574 LOU MACNARIN	45	98
02-1576 EVERGREEN PARK	104	97
02-1602 HAVELOCK	24	100
02-1604 PETITCODIAC REG	45	96
02-1610 J.M.A. ARMSTRONG	88	94
02-1703 HILLSBOROUGH	39	100
02-1704 RIVERSIDE CONS	10	100
DISTRICT 02	**1271**	**97**
06-1801 APOHAQUI	23	87
06-1811 NORTON	18	94
06-1817 SUSSEX ELEM	108	92
06-1819 SUSSEX CORNER	59	100
06-1925 MACDONALD CONS	37	95
06-1927 ROTHESAY ELEM	114	99
06-1930 FAIRVALE ELEM	87	97
06-1931 KENNEBECASIS PARK	37	100
06-1932 QUISPAMSIS ELEM	76	100
06-1938 BELLEISLE ELEM	47	91
06-1939 HAMPTON ELEM	128	93
06-1943 LAKEFIELD ELEM	75	95
06-1944 HAMMOND RIVER VALLEY	26	88
DISTRICT 06	**835**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
08-2003 BARNHILL MEM	24	100
08-2004 BAYVIEW	45	89
08-2007 CENTENNIAL	59	85
08-2008 CHAMPLAIN HEIGHTS	58	95
08-2013 FOREST HILLS MIDDLE	85	96
08-2014 GLEN FALLS	32	81
08-2016 INGLEWOOD	45	93
08-2017 GRANDVIEW AVE	24	75
08-2019 HAVELOCK	31	94
08-2020 HAZEN WHITE-ST FRANC	25	56
08-2022 HOLY TRINITY	27	96
08-2023 MORNA HEIGHTS	27	100
08-2028 LAKEWOOD HEIGHTS	44	100
08-2030 LOCH LOMOND	69	97
08-2039 PRINCE CHARLES	26	88
08-2041 PRINCESS ELIZABETH	26	85
08-2045 SEAWOOD	15	93
08-2052 ST. MARTINS	10	100
08-2053 ST. PATRICK'S	64	98
08-2057 ST. ROSE	52	100
08-2059 M. GERALD TEED	39	95
08-2062 WESTFIELD	69	99
08-2065 MILLIDGEVILLE	72	100
08-2067 ST. JOHN THE BAPTIST	28	96
08-2070 ISLAND VIEW	58	98
08-2073 BROWN'S FLAT	10	90
08-2074 FUNDY SHORES	7	100
DISTRICT 08	**1071**	**94**
10-2101 BACK BAY	11	100
10-2103 BLACKS HARBOUR	50	94
10-2104 DEER ISLAND	10	100
10-2110 ST. GEORGE ELEM	51	96
10-2201 GRAND MANAN	34	97
10-2301 CAMPOBELLO ISLAND	13	100
10-2302 LAWRENCE STATION	10	80
10-2311 VINCENT MASSEY	33	94
10-2336 ST. STEPHEN ELEM	113	95
10-2339 MILLTOWN ELEM	38	97
DISTRICT 10	**363**	**95**

Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
14-2802 NACKAWIC ELEM	53	98
14-2803 CANTERBURY	17	88
14-2807 KESWICK VALLEY	30	100
14-2808 MILLVILLE	10	100
14-2902 WOODSTOCK CENT	92	98
14-2905 SOUTHERN CARLETON	89	98
14-2906 CENTRAL CARLETON	48	98
14-2907 DEBEC	16	81
14-3001 BATH MIDDLE	33	94
14-3004 BRISTOL ELEM	31	100
14-3005 CENTREVILLE MIDDLE	25	96
14-3009 FLORENCEVILLE ELEM	50	100
14-3014 JUNIPER	5	60
14-3102 NEW DENMARK	5	100
14-3107 ANDOVER ELEM	79	99
14-3108 AROOSTOOK ELEM	3	100
14-3122 DONALD FRASER MEM	48	96
14-5001 JOHN CALDWELL	55	96
14-5401 SAINT MARY'S ACAD	14	100
DISTRICT 14	**703**	**97**
15-3601 JACQUET RIVER	30	93
15-3603 LORNE	4	100
15-3613 L. E. REINSBOROUGH	53	96
15-3806 CAMPBELLTON MIDDLE	66	95
15-3818 TIDE HEAD	7	86
15-4202 CORONATION PARK	42	83
15-4208 SOUTH BATHURST	50	98
15-4212 BELLEDUNE	8	100
15-4259 JANEVILLE	6	100
15-4260 PARKWOOD ELEM	47	98
DISTRICT 15	**313**	**95**
16-0802 TABUSINTAC	17	88
16-0813 HARKINS ELEM	31	97
16-0839 MILLERTON ELEM-JR	24	100
16-0843 BLACKVILLE	34	100
16-0856 CROFT	55	96
16-0858 GRETNA GREEN	43	95
16-0859 NORTH & SOUTH ESK EL	50	98
16-1013 MIRAMICHI RURAL	6	100
16-1014 NAPAN ELEM	11	91
16-1017 NELSON RURAL	33	100
16-1018 ST. ANDREWS ELEM	93	99
16-4010 HARCOURT	6	83
16-4017 REXTON	92	91
DISTRICT 16	**495**	**96**

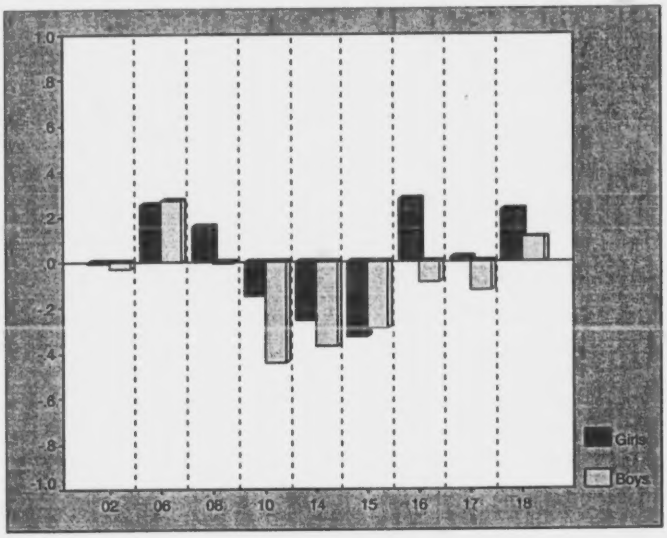
Technical Issue III: Participation Rates
Provincial Assessment at Grade 5

SCHOOL	No. of Students Eligible	Percent of Students Writing
17-2404 CHIPMAN ELEM	29	90
17-2405 COLES ISLAND	8	100
17-2411 MINTO ELEM-MIDDLE	78	95
17-2412 CAMBRIDGE-NARROWS	12	67
17-2503 GEARY	18	89
17-2504 LOWER LINCOLN	33	97
17-2505 SUNBURY WEST	36	69
17-2506 ASSINIBOINE AVE	34	100
17-2508 GESNER ST	71	93
17-2509 HUBBARD AVE	22	91
17-2510 SUMMERHILL ST	78	96
17-2522 GAGETOWN	7	86
DISTRICT 17	**426**	**92**
18-0901 DOAKTOWN CONS	21	90
18-0905 UPPER MIRAMICHI ELEM	30	90
18-0907 STANLEY ELEM	27	100
18-2602 BARKERS POINT	58	88
18-2604 CONNAUGHT ST	54	93
18-2606 DOUGLAS	15	93
18-2609 GARDEN CREEK	58	98
18-2611 KESWICK RIDGE	22	100
18-2614 KINGSCLEAR CONS	19	100
18-2620 NASHWAAK VALLEY	20	90
18-2621 NASHWAAKSIS MEM	55	87
18-2622 MCADAM AVE	34	100
18-2623 PARK STREET	72	94
18-2624 PRIESTMAN ST	81	94
18-2629 SOUTH DEVON	41	93
18-2631 ALEXANDER GIBSON	70	91
18-2633 MONTGOMERY ST	32	94
18-2634 LIVERPOOL ST	66	94
18-2638 ROYAL ROAD	60	95
18-2639 NEW MARYLAND	98	91
18-2701 HARVEY ELEM	40	88
18-2703 MCADAM ELEM	17	94
DISTRICT 18	**990**	**93**
PROVINCE	**6467**	**95**

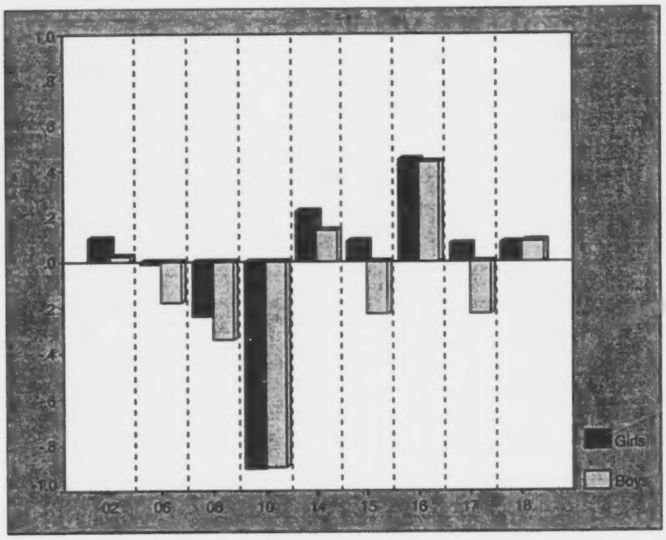
Technical Issue IV: District Results by Gender and Program

In the following graphs, the assessment results are shown in standard score form with the provincial average set to zero. Bars above the zero point indicate above average results while bars below indicate below average performance. Differences greater than 0.50 should be considered as large, 0.30-0.50 moderate, 0.10–0.30 small and less than 0.10 as trivial.

*Grade 3 Reading: Regular Program



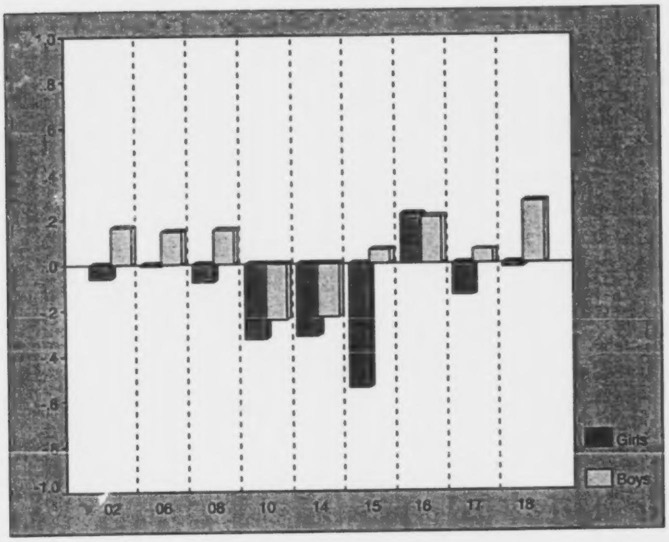
*Grade 3: Reading: French Immersion Program



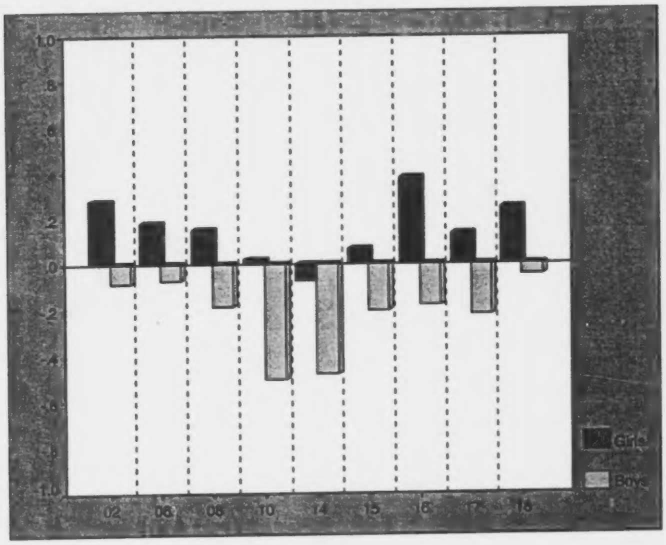
*The assessment was in English for students in the regular program and in French for those in the Early Immersion program.

Technical Issue IV: District Results by Gender and Program

Grade 3 Mathematics: All Students



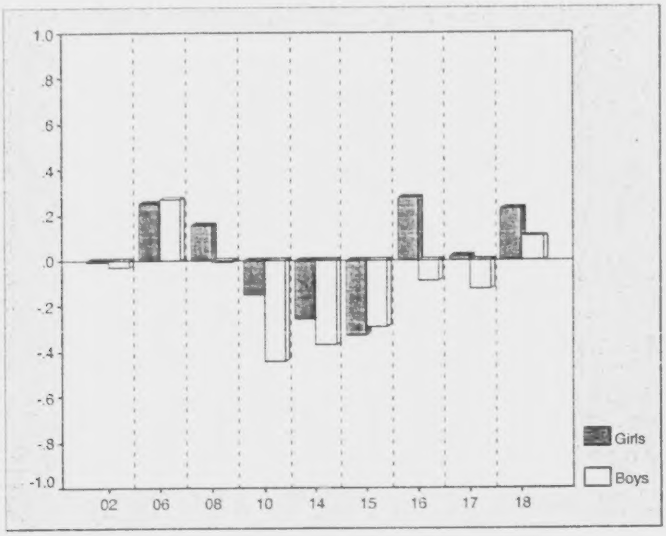
Grade 3 Writing: All Students



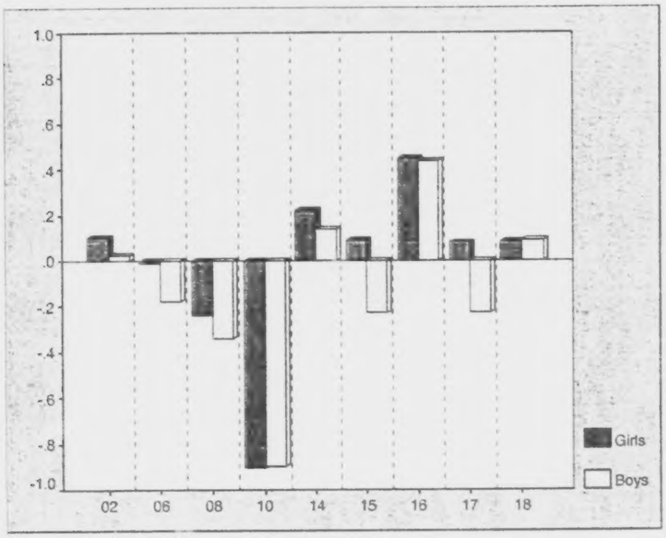
Technical Issue IV: District Results by Gender and Program

In the following graphs, the assessment results are shown in standard score form with the provincial average set to zero. Bars above the zero point indicate above average results while bars below indicate below average performance. Differences greater than 0.50 should be considered as large, 0.30-0.50 moderate, 0.10–0.30 small and less than 0.10 as trivial.

*Grade 3 Reading: Regular Program



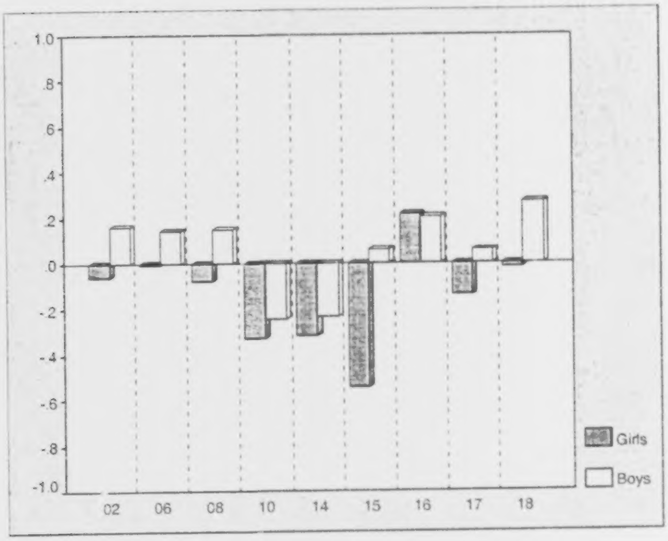
*Grade 3: Reading: French Immersion Program



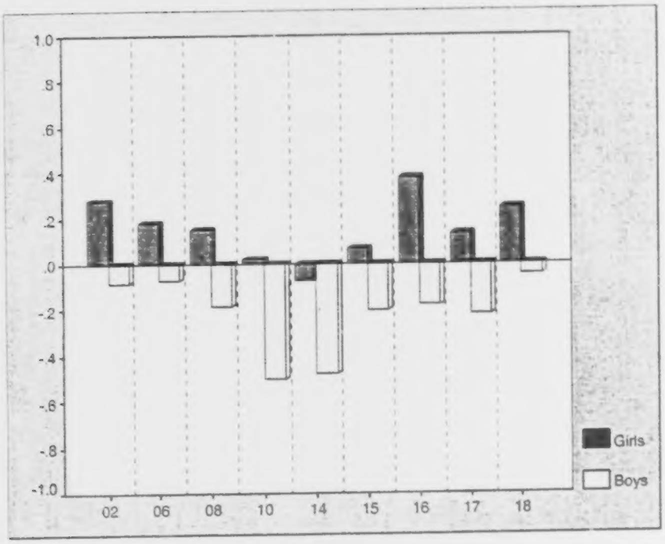
*The assessment was in English for students in the regular program and in French for those in the Early Immersion program.

Technical Issue IV: District Results by Gender and Program

Grade 3 Mathematics: All Students

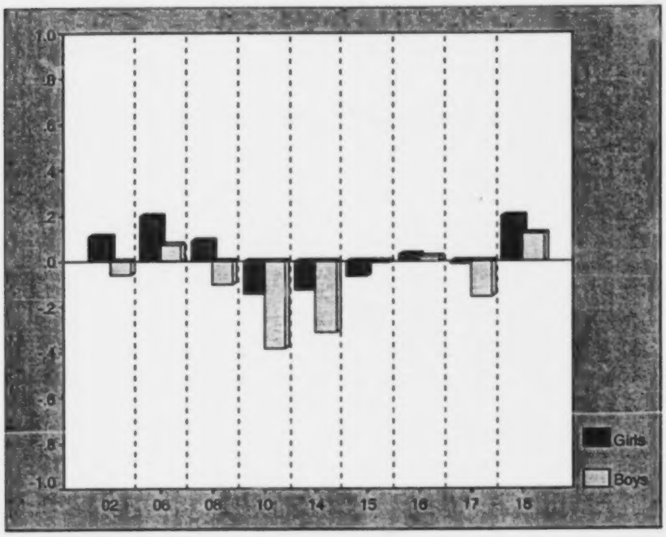


Grade 3 Writing: All Students

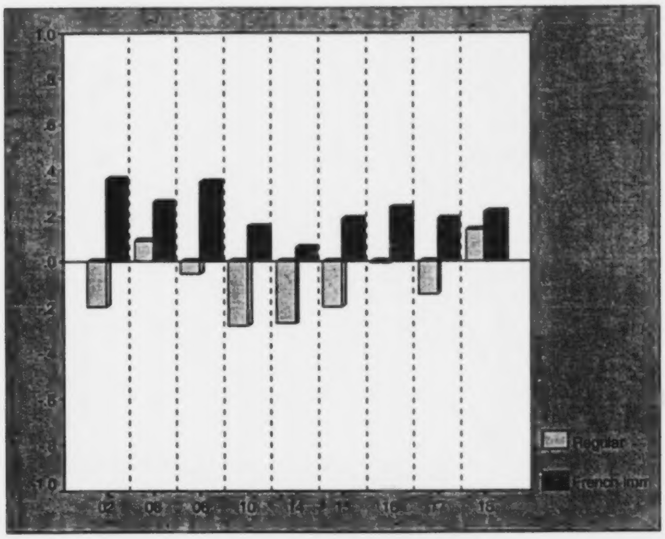


Technical Issue IV: District Results by Gender and Program

Grade 5 Reading: All Students by Gender

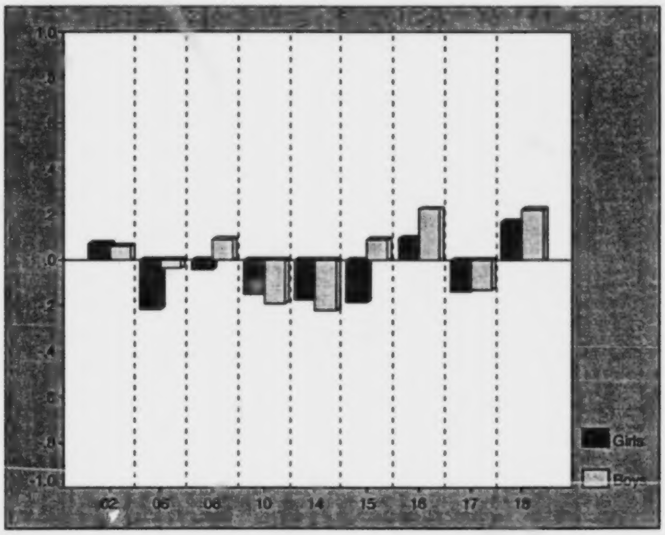


Grade 5 Reading: All Students by Program

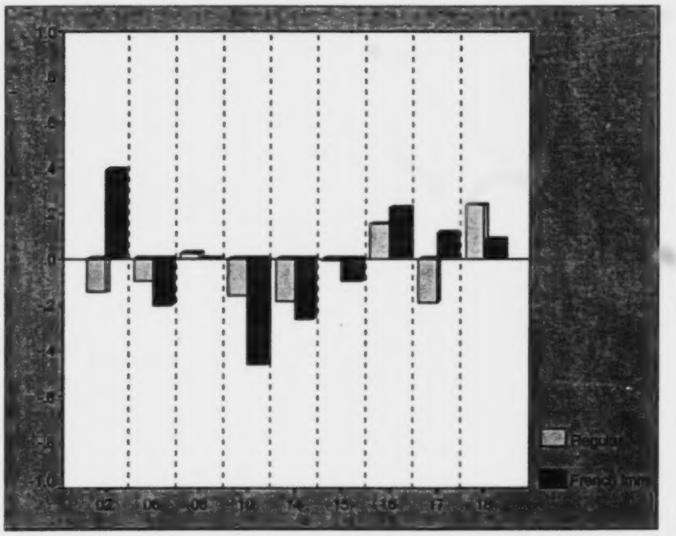


Technical Issue IV: District Results by Gender and Program

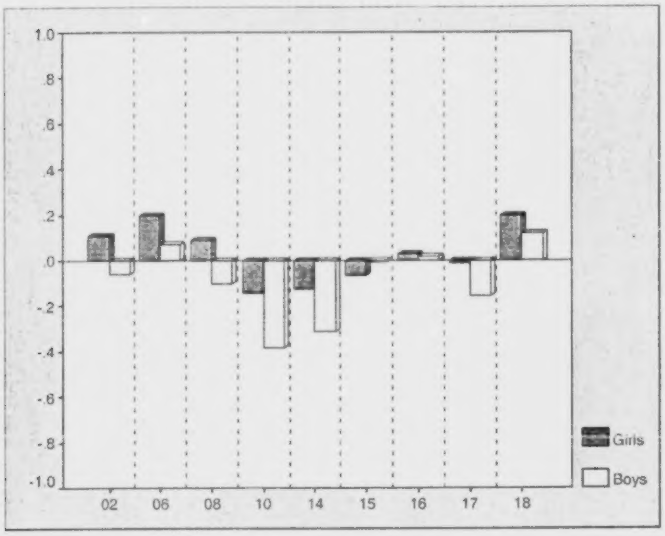
Grade 5 Mathematics: All Students by Gender



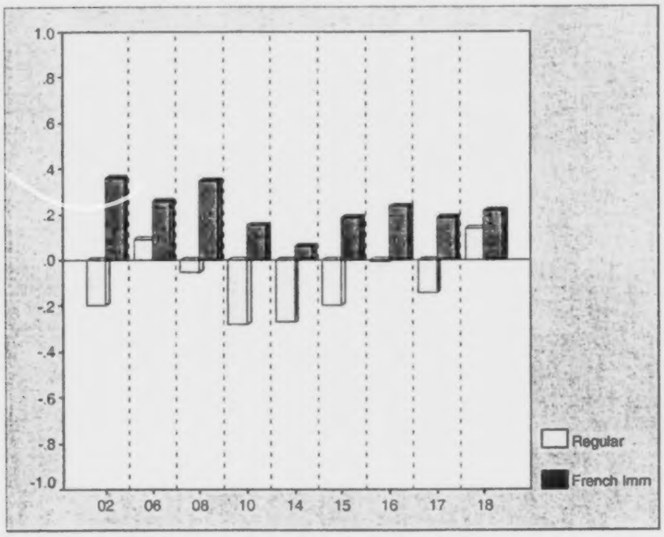
Grade 5 Mathematics: All Students by Program



Grade 5 Reading: All Students by Gender

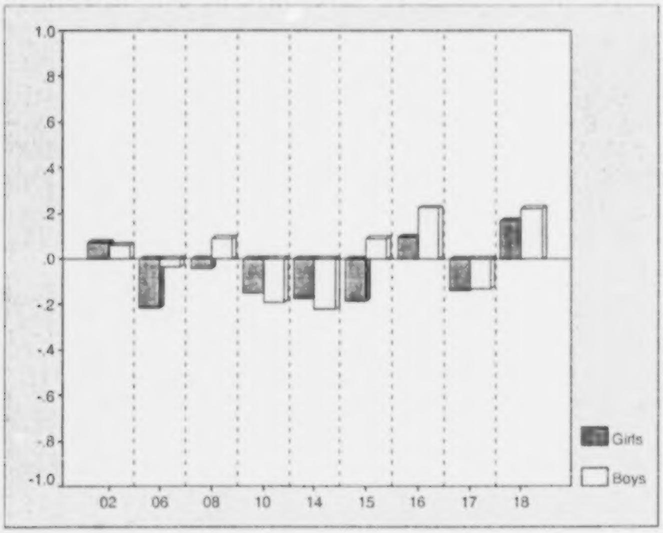


Grade 5 Reading: All Students by Program

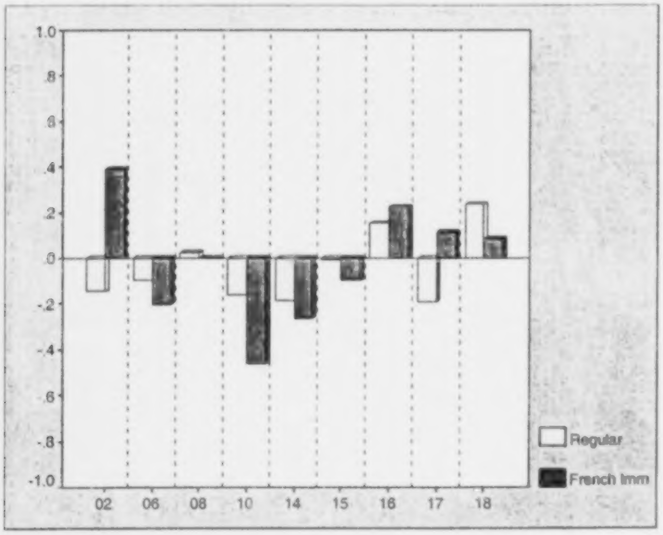


Technical Issue IV: District Results by Gender and Program

Grade 5 Mathematics: All Students by Gender

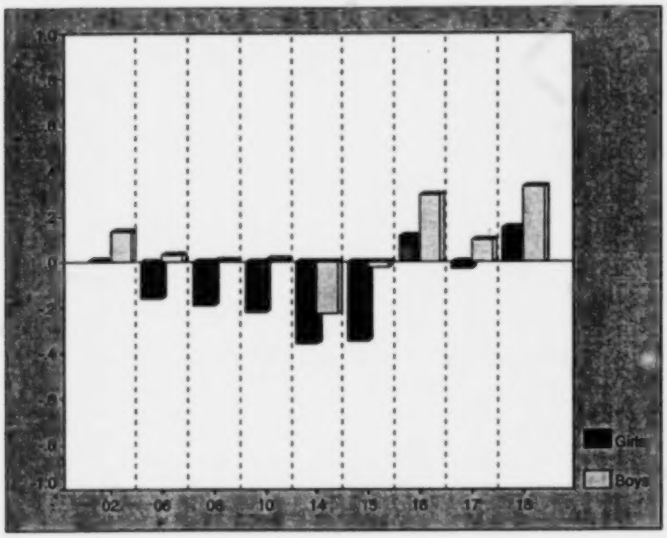


Grade 5 Mathematics: All Students by Program

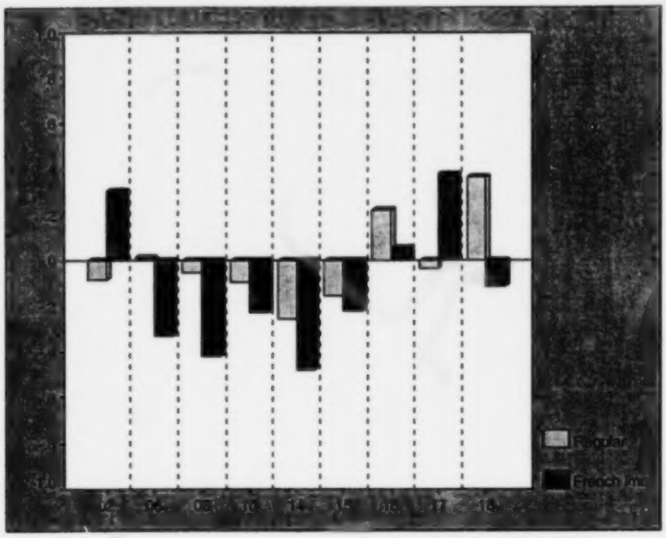


Technical Issue IV: District Results by Gender and Program

Grade 5 Science: All Students by Gender

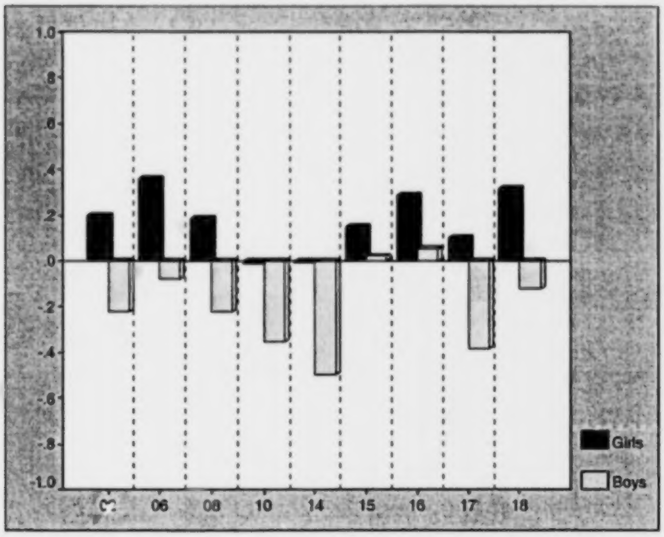


Grade 5 Science: All Students by Program

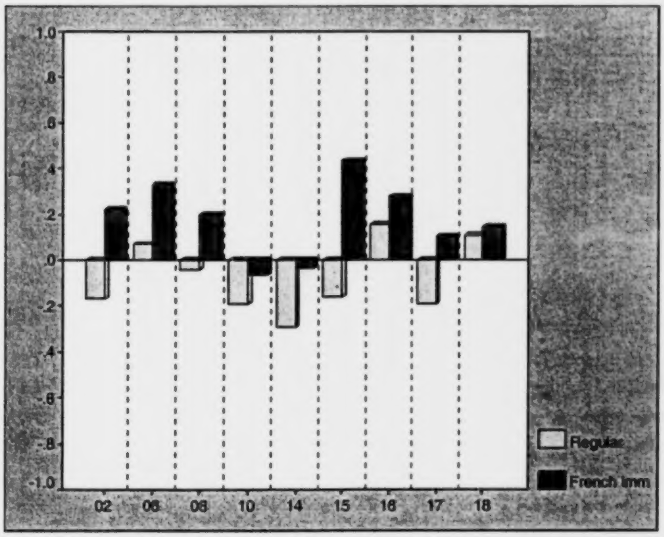


Technical Issue IV: District Results by Gender and Program

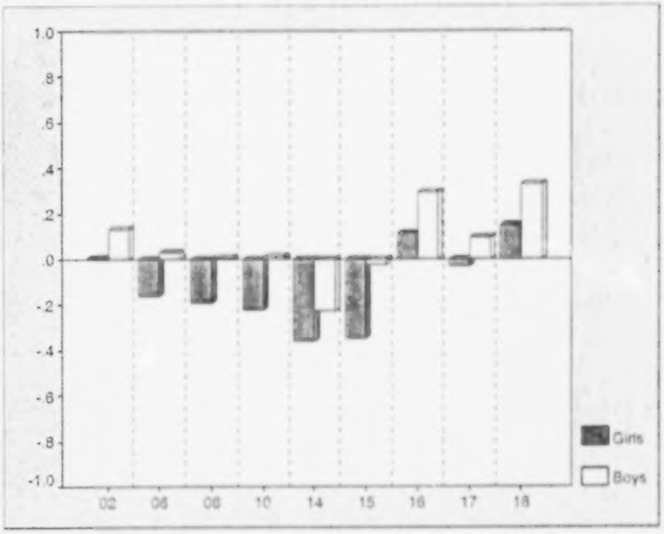
Grade 5 Writing: All Students by Gender



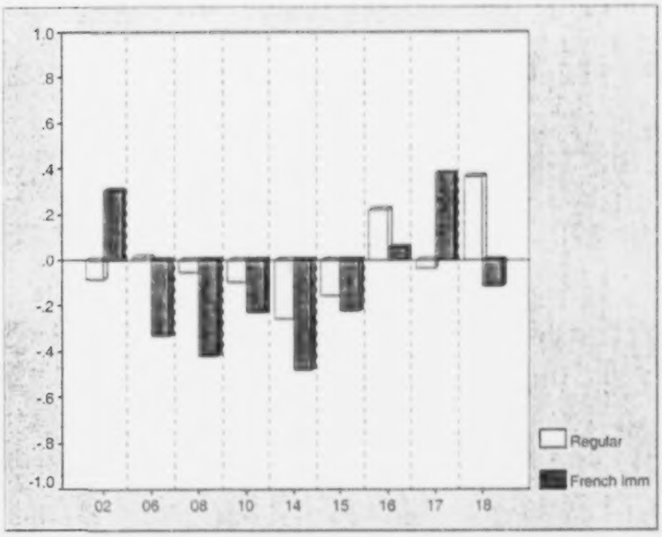
Grade 5 Writing: All Students by Program



Grade 5 Science: All Students by Gender

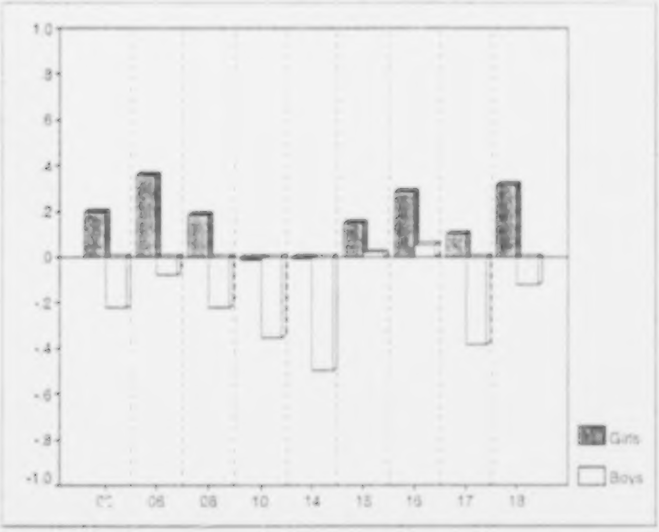


Grade 5 Science: All Students by Program

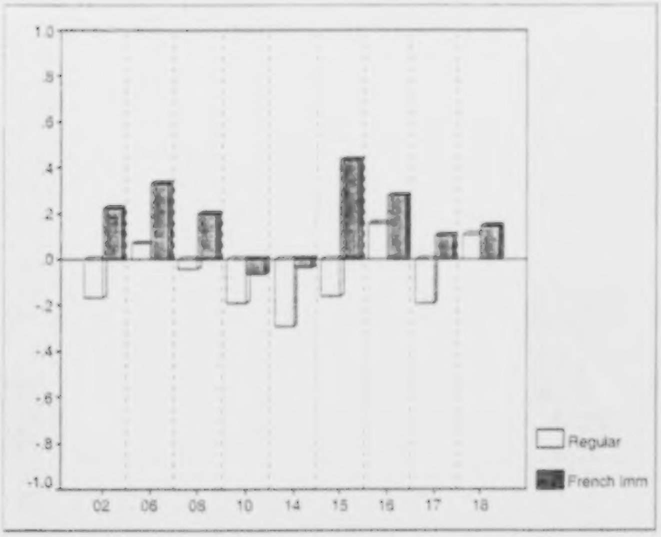


Technical Issue IV: District Results by Gender and Program

Grade 5 Writing: All Students by Gender

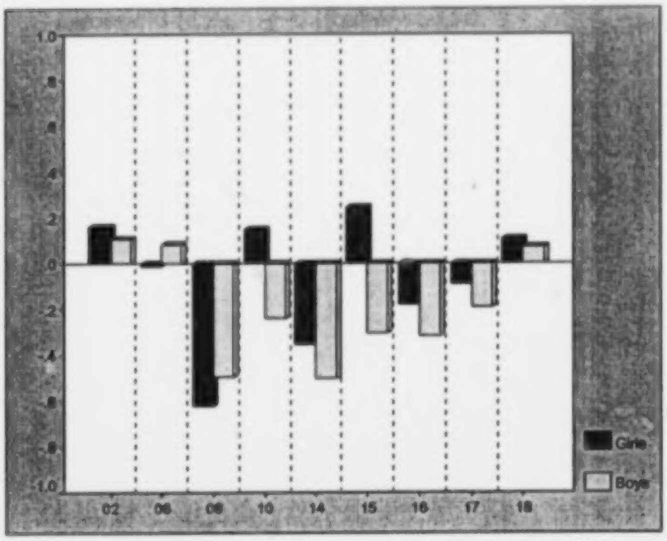


Grade 5 Writing: All Students by Program

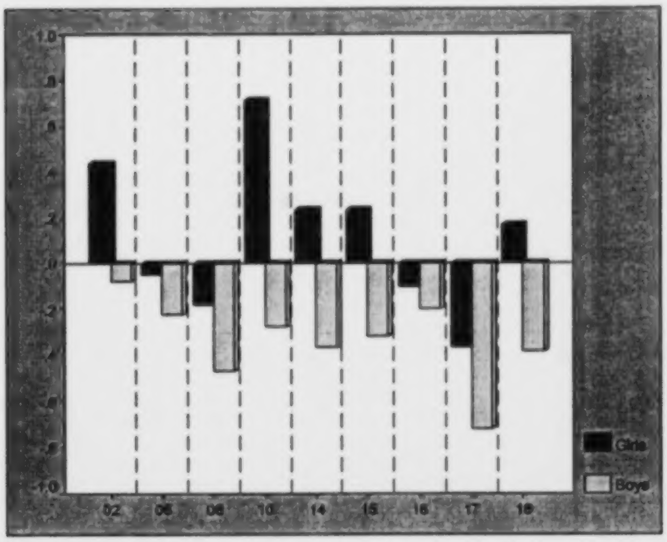


Technical Issue IV: District Results by Gender and Program

Grade 6 FSL Reading:
All Early Immersion Students

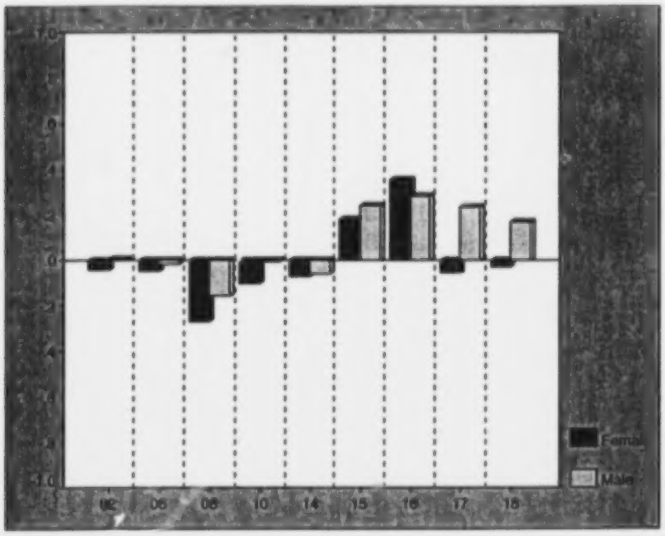


Grade 6 FSL Writing:
All Early Immersion Students

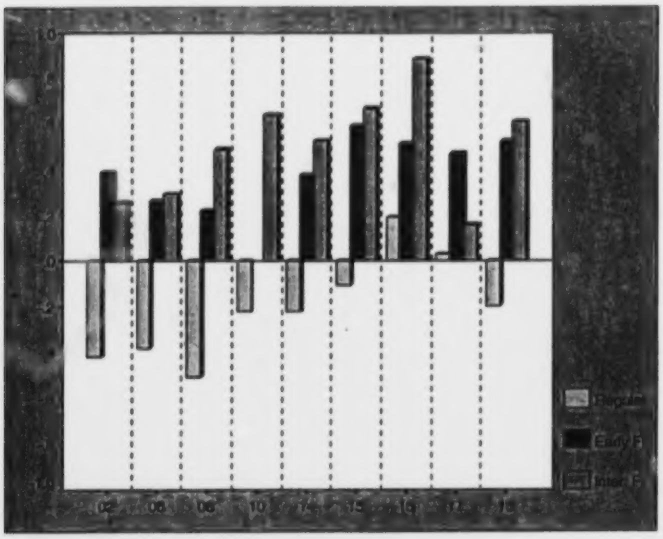


Technical Issue IV: District Results by Gender and Program

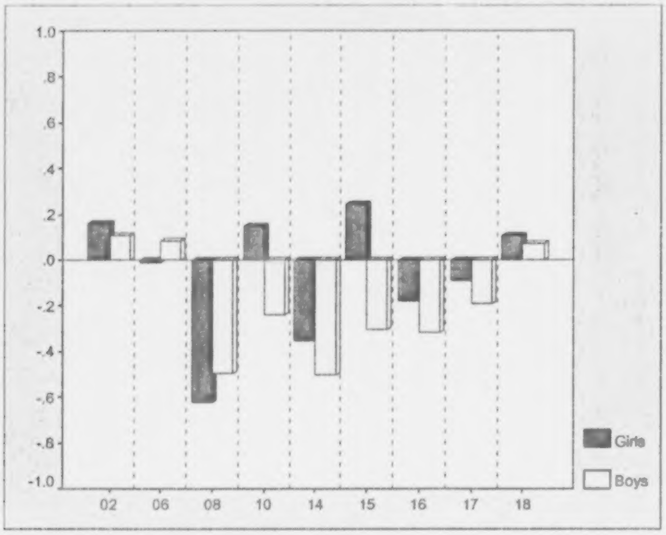
Middle Level Mathematics: All Students by Gender



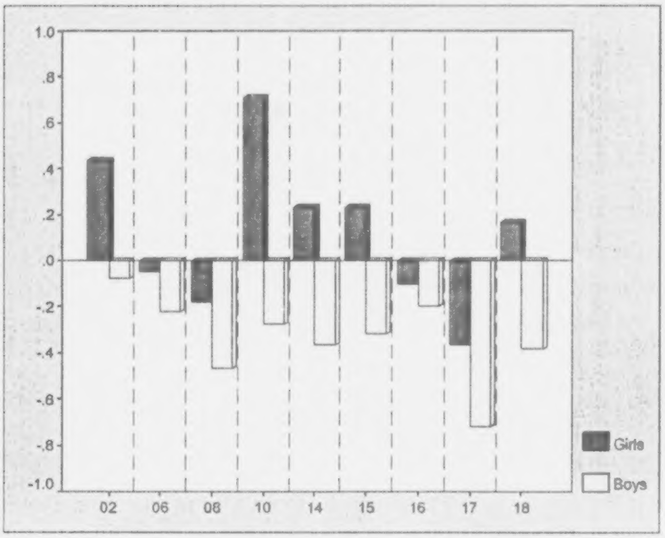
Middle Level Mathematics: All Students by Program



Grade 6 FSL Reading:
All Early Immersion Students

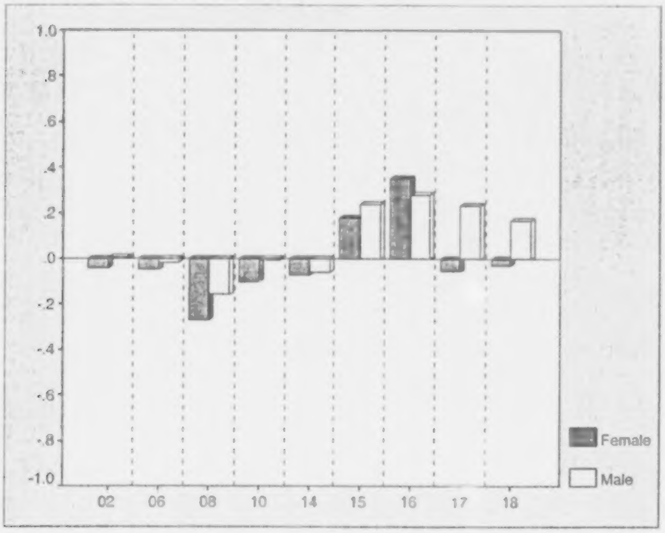


Grade 6 FSL Writing:
All Early Immersion Students

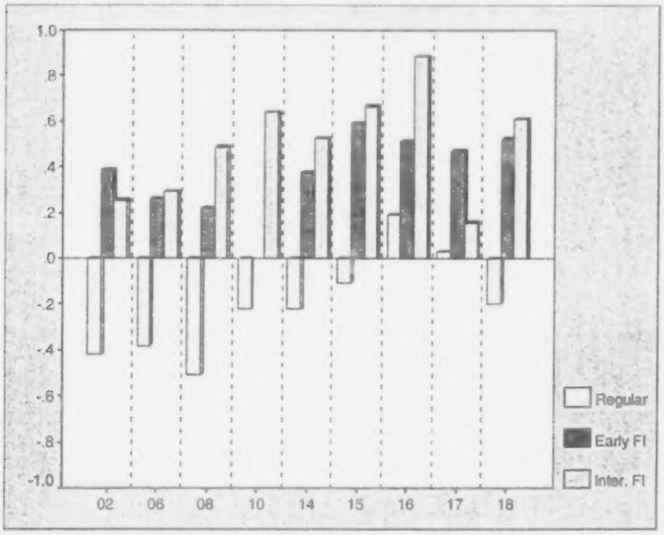


Technical Issue IV: District Results by Gender and Program

Middle Level Mathematics: All Students by Gender

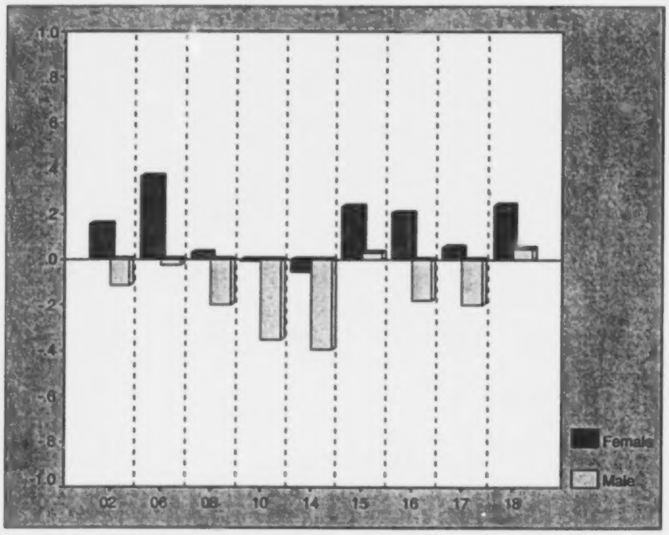


Middle Level Mathematics: All Students by Program

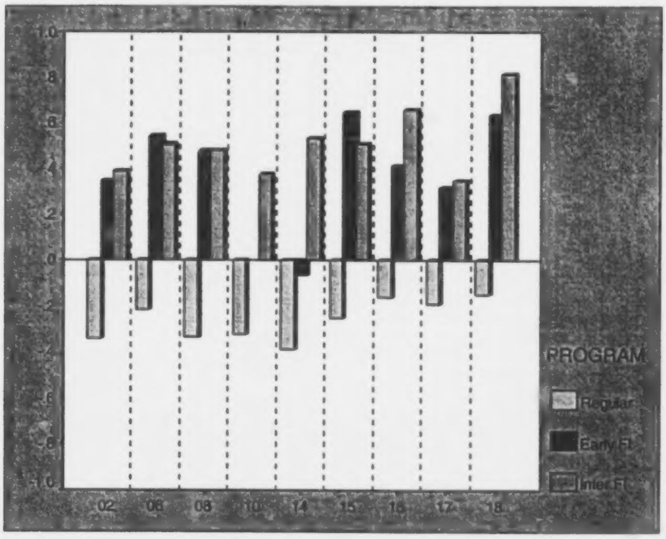


Technical Issue IV: District Results by Gender and Program

Middle Level English Language Proficiency:
All Students by Gender

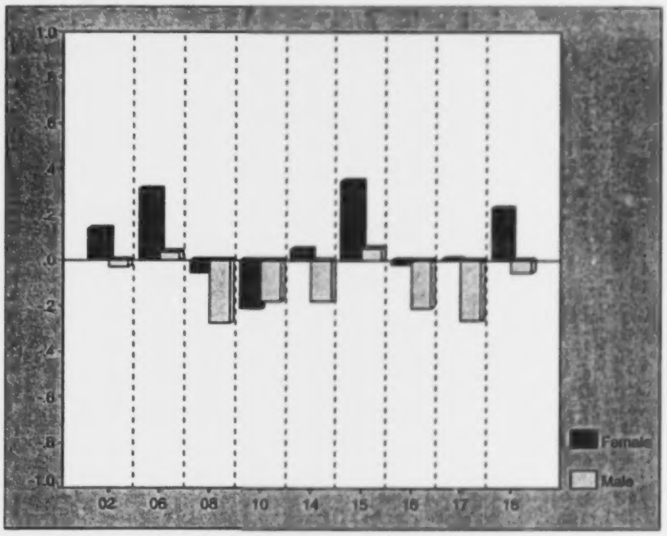


Middle Level English Language Proficiency:
All Students by Program

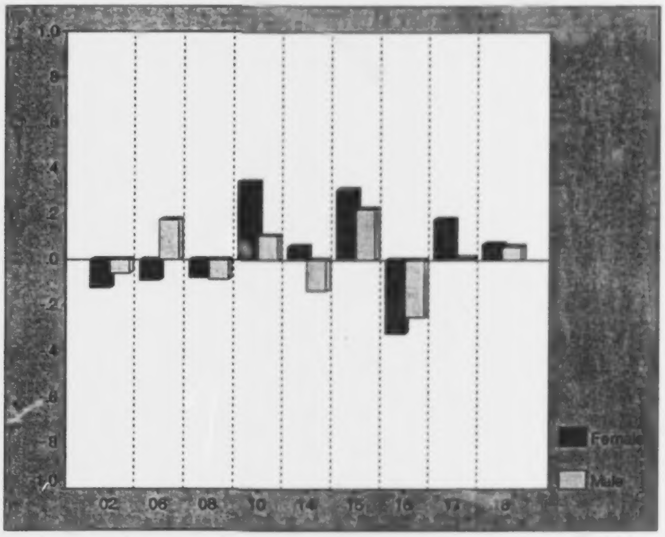


Technical Issue IV: District Results by Gender and Program

Grade 11 PE English 111/112: All Students by Gender

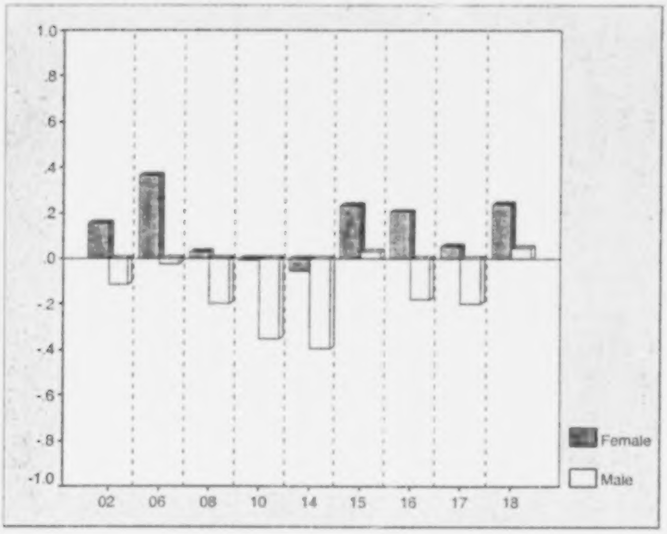


Grade 11 PE English 113: All Students by Gender

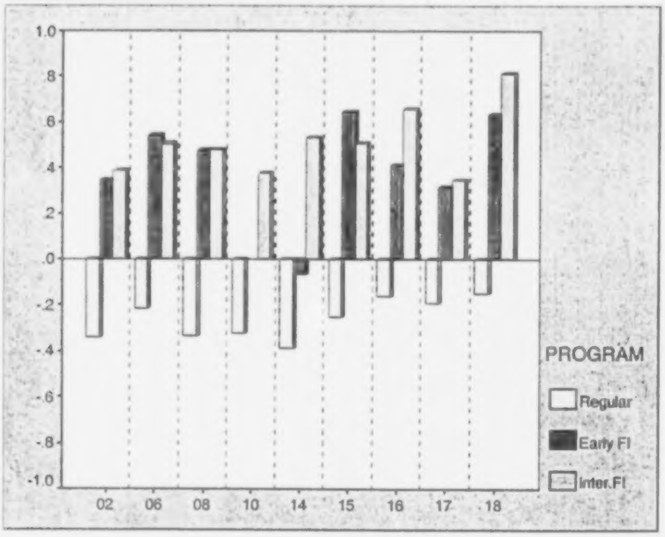


Technical Issue IV: District Results by Gender and Program

Middle Level English Language Proficiency: All Students by Gender

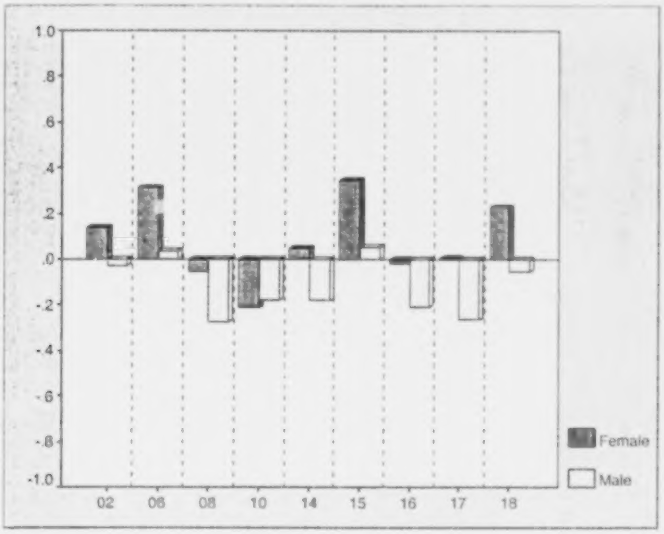


Middle Level English Language Proficiency: All Students by Program

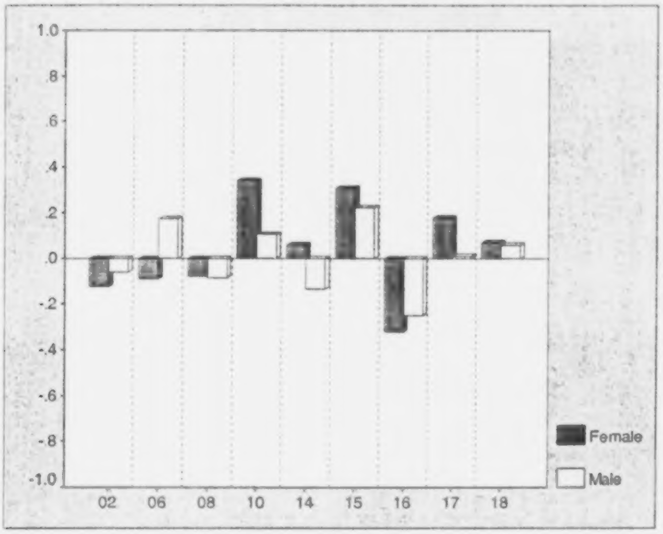


Technical Issue IV: District Results by Gender and Program

Grade 11 PE English 111/112: All Students by Gender

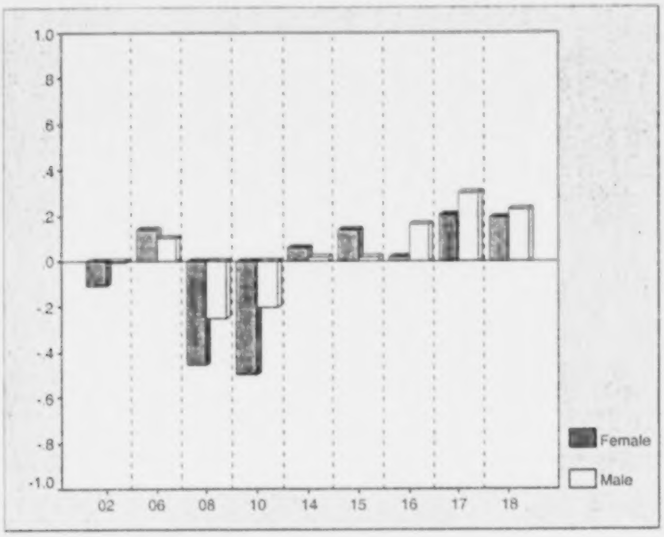


Grade 11 PE English 113: All Students by Gender

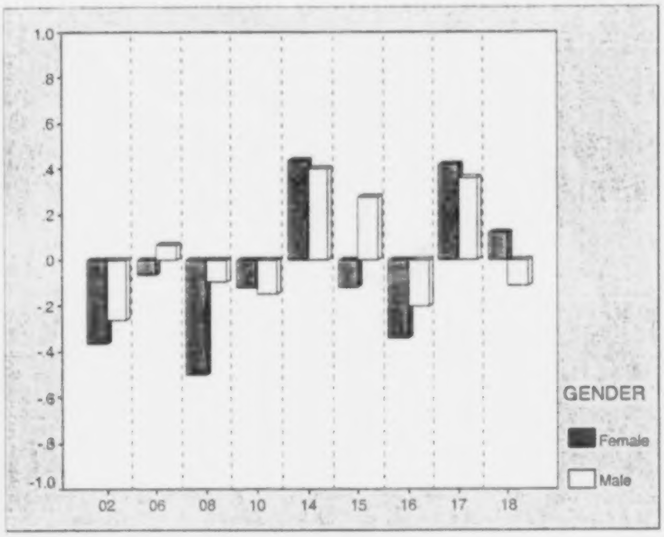


Technical Issue IV: District Results by Gender and Program

Grade 11 PE Mathematics 111/112: All Students by Gender

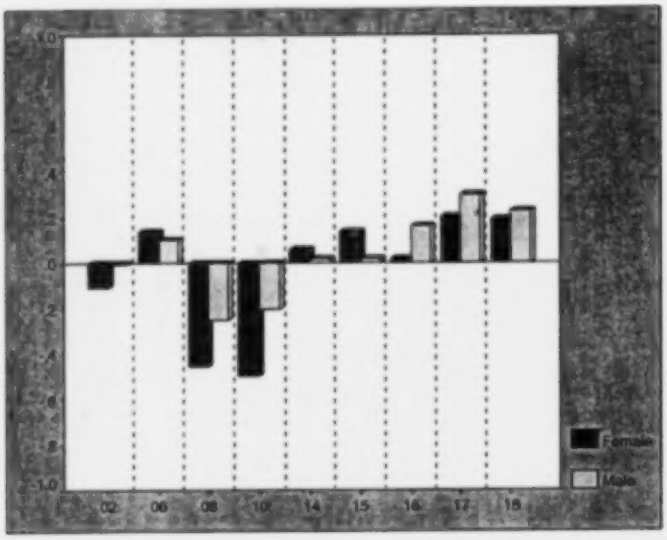


Grade 11 PE Mathematics 113: All Students by Gender

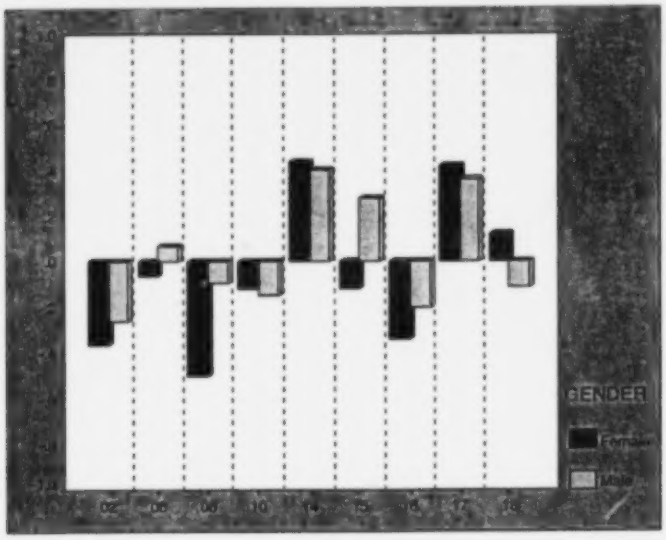


Technical Issue IV: District Results by Gender and Program

Grade 11 PE Mathematics 111/112: All Students by Gender



Grade 11 PE Mathematics 113: All Students by Gender



Appendix B

ACHIEVEMENT TRENDS

Achievement Trends

The graphs on the following pages document some trends in achievement over the past five years on the grade 11 Provincial Examinations, the Middle Level English Language Proficiency Assessment, the Middle Level Mathematics Assessment, and the Provincial Assessment at Grade 6 French Second Language.

The grade 11 results show the differences existing between school marks, which account for 70% of the students' final blended scores, and marks on the Provincial Examinations, which are weighted at 30%. Overall, achievement has tended to remain relatively constant at both the school and PE levels. While the widest gaps between school level and PE marks traditionally have been in Mathematics 111/112, differences in gaps for mathematics and English have lessened in recent years.

The success rate on the Middle Level English Language Proficiency Assessment rose to a high of 76% at one point over five years, which may reflect a continuing emphasis on literacy across the province, along with the fact that possession of a literacy credential became a requirement for receiving a New Brunswick high school diploma in June, 2001.

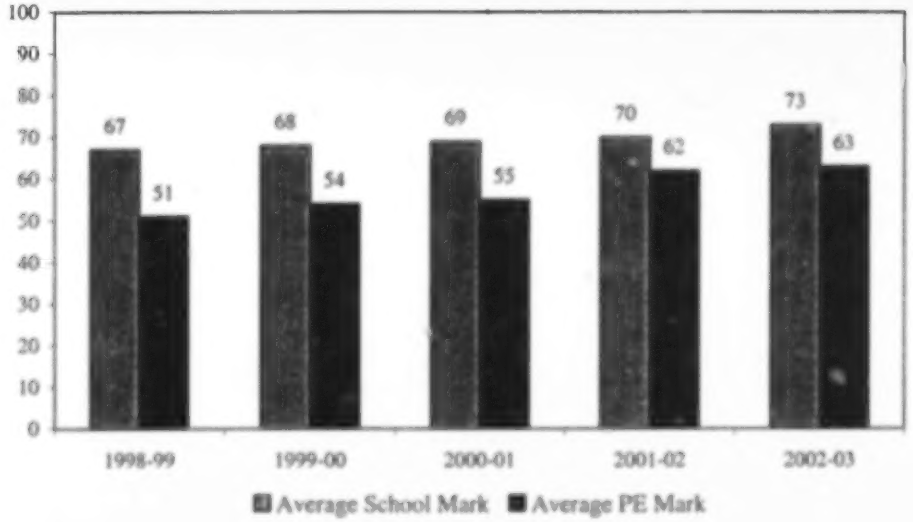
Over time, success rates on the Middle Level Mathematics Assessment have ranged from a low of 53% last year to a high of 62% this year. Implementation of a mentoring initiative which focusses on mathematics teaching methodology may be contributing to improved student performance.

Achievement levels on the Provincial Assessment at Grade 6 French Second Language, which involves separate reading and writing components, have been consistent overall. In the past, when results showed reading being somewhat higher in one year, writing was better in the following year; in 2002-2003, performance on the two components was much the same.

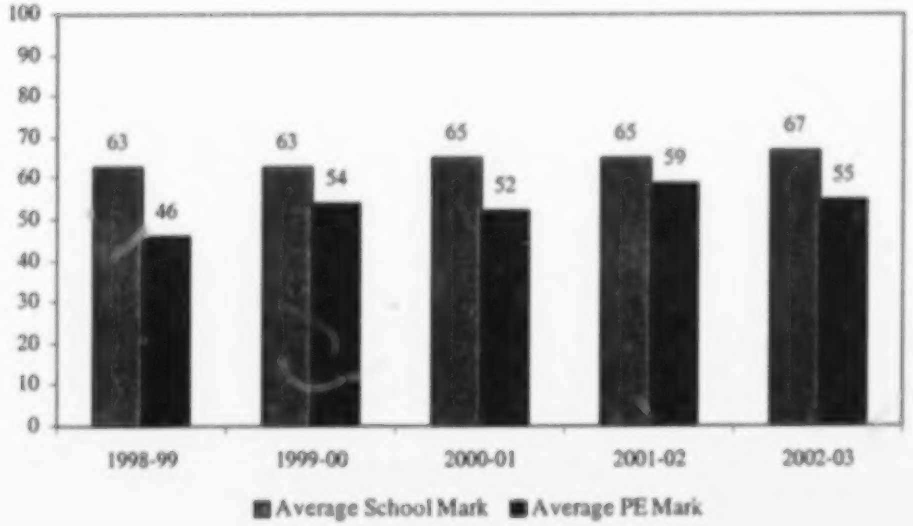
In the future, as five years of data become available for the elementary provincial assessments, these will be presented as well.

Provincial Examinations

Provincial Examinations in Mathematics 111/112

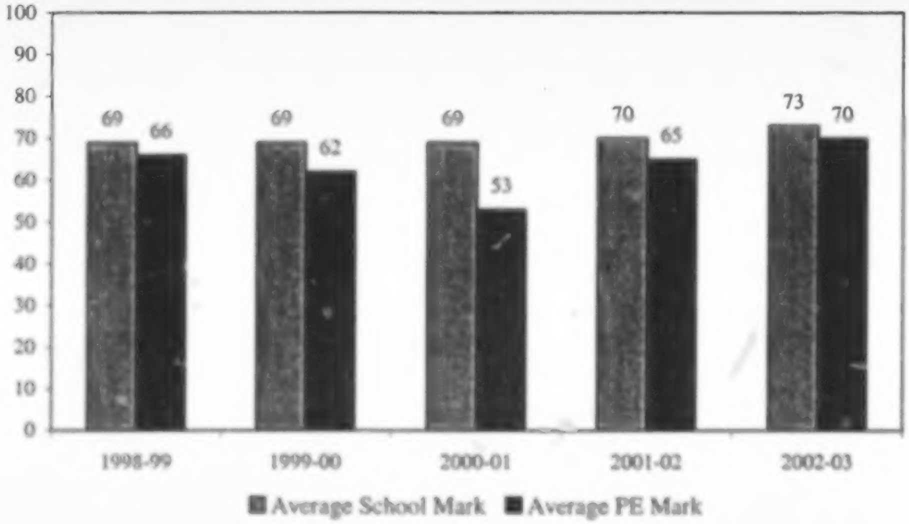


Provincial Examinations in Mathematics 113

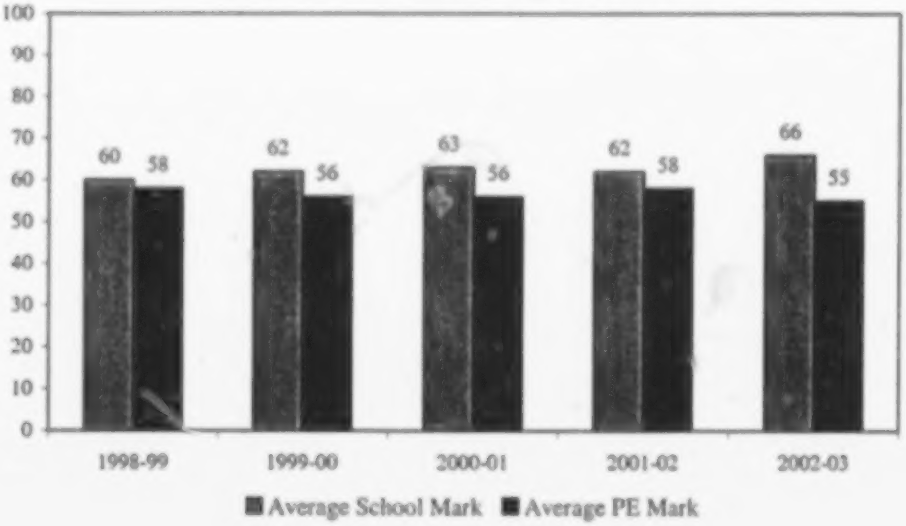


Provincial Examinations

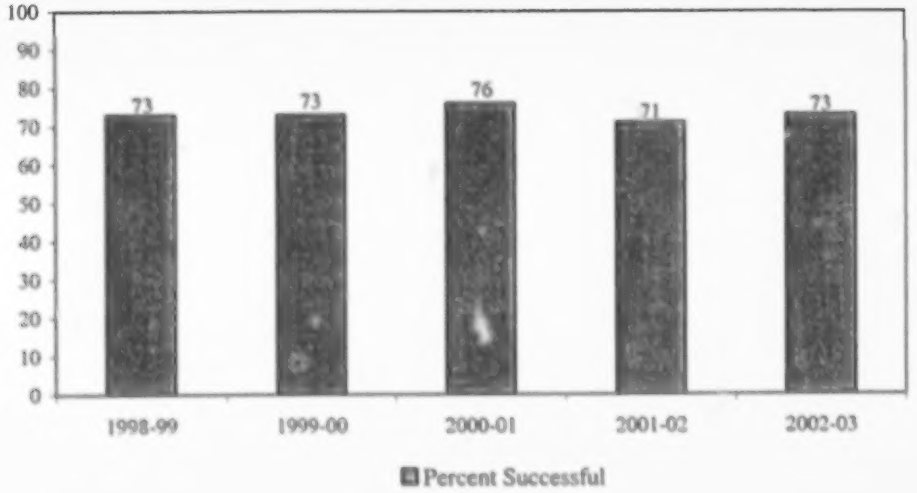
Provincial Examinations in English 111/112



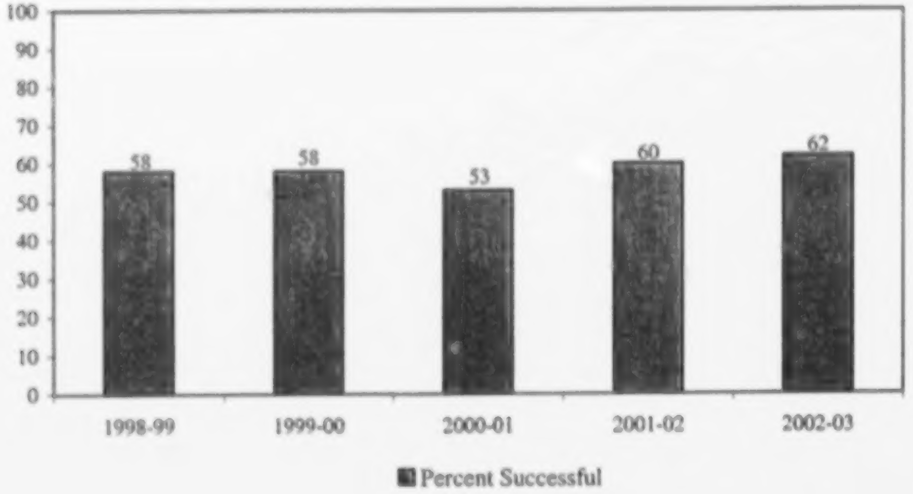
Provincial Examinations in English 113



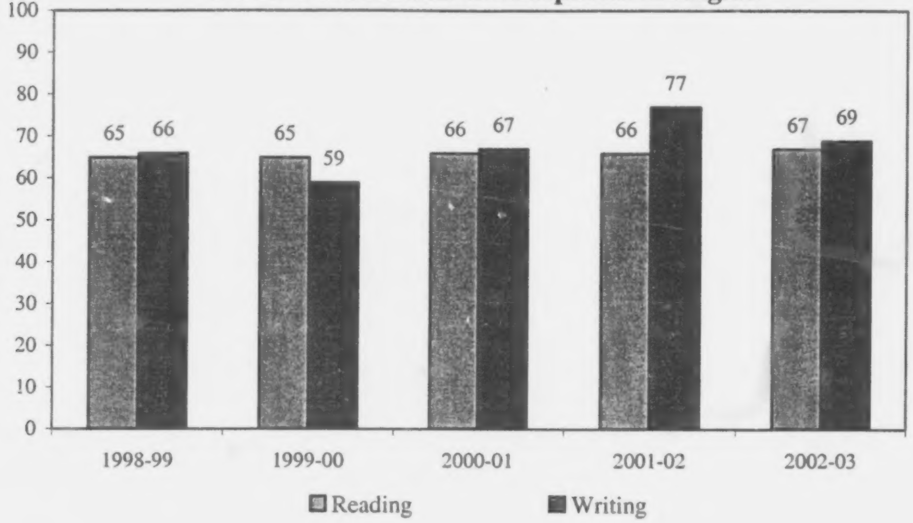
Middle Level English Language Proficiency Assessment



Middle Level Mathematics Assessment



Provincial Assessment at Grade Six - French Second Language
Percent of Students at Acceptable or Higher



Appendix C

- **MARKING CRITERIA**
- **THE NEW BRUNSWICK ORAL PROFICIENCY SCALE**

READING COMPREHENSION

Assessment Requirements: Students take two timed reading comprehension tests including both selected-response and constructed-response questions.

Overview of Test Content:

The provincial reading comprehension objectives are measured by a variety of age-appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction), drama, and poems that vary in length, subject matter, and style. Students read passages and answer selected-response and constructed-response questions which assess the strategies used to demonstrate their proficiency in reading. Questions are varied; some require demonstration of critical thinking, while others require interpretation or reflection.

Literal, interpretive and critical comprehension skills are each included.

Literal comprehension requires students to understand what is *actually* stated; it requires "recall of facts", sometimes with a broad understanding and sometimes retrieving explicit information.

Interpretive comprehension requires students to infer directly and to understand what is *implied* in a passage, developing an interpretation through a focus on specific parts of text.

Critical comprehension requires students *to analyze* and *make judgements* about material read, reflecting on the content and/or form of a text.

Through a variety of texts within the reading test items, both selected-response and constructed-response questions, the assessment measures proficiency through the five aspects of reading as outlined below.

Aspects of Reading:

Retrieving Information (Examine independent pieces of information.)
The student recalls details and other information as stated in a passage to arrive at the new information requested.

Forming a Broad General Understanding (Consider text as a whole.)
The student identifies the central thought of a passage, including such elements as the author's main idea, theme, purpose, viewpoint, bias, or tone of a passage.

Developing an Interpretation (Form an understanding of relationships.)
The student analyzes a passage to interpret character feelings, motives, and/or traits; to interpret events; to compare and contrast elements; or to identify relationships, such as cause and effect.

Reflecting on Content of Text (Assess content against outside knowledge.)
The student critically evaluates information in a passage in order to differentiate between fantasy and reality or between fact and opinion; to predict outcome; and/or to make other judgements.

Reflecting on Form of Text (Identify and interpret structure.)
The student identifies and interprets various forms of writing and literary techniques, such as genre, story structure, figurative language, and persuasive technique.

PROCESS WRITING

Assessment Requirements: Students submit a piece of prose, approximately 200 to 500 words, written on a topic of their choice from any discipline. Opportunities for pre-writing activities, teacher and peer conferencing, revision and editing strategies are each provided for and strongly recommended over approximately fifteen school days.

Descriptors of Performance:

SUPERIOR
- clear commitment to purpose and audience
- strong personal engagement with subject
- insightful and well considered ideas / events supported by significant, relevant, precise details
- precise choice of words
- purposeful and effective organization and expression
- minimal mechanical flaws

COMPETENT
- appreciation of purpose and audience
- good personal engagement with subject
- thoughtful and clear ideas supported by specific and purposeful details
- appropriate choice of words
- purposeful and clear organization and expression
- occasional mechanical flaws

ACCEPTABLE
- awareness of purpose and audience
- discernible personal engagement with subject
- straightforward and clear ideas supported by appropriate but generalized details
- adequate choice of words
- clear but mechanical organization and expression
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL
- diminished awareness of purpose and audience
- little personal engagement with subject
- limited but discernible ideas supported by few or repetitive details
- inadequate choice of words
- evident but sometimes inconsistent organization and expression
- mechanical errors are distracting and interfere with overall meaning

WEAK
- little or no awareness of purpose and audience
- lacks personal engagement with subject
- limited and imprecise ideas with scant and probably unrelated details
- poor choice of words
- unclear and haphazard organization and expression
- mechanical errors are jarring and seriously interfere with overall meaning

DEMAND WRITING

Assessment Requirements: Students are required to write a persuasive piece in response to a specific prompt/situation. Time for planning and preparation of a draft are provided, with additional time made available for completion of a final copy. Students are to work independently over a sixty-minute period.

Descriptors of Performance:

SUPERIOR
- clear commitment to purpose and audience
- confident, lively voice / strong personal engagement with subject
- insightful and well considered ideas
- precise choice of words
- fluent development of sentences and paragraphs
- minimal mechanical flaws

COMPETENT
- appreciation of purpose and audience
- confident, appropriate voice / good personal engagement with subject
- thoughtful and clear ideas
- appropriate choice of words
- effective development of sentences and paragraphs
- occasional mechanical flaws

ACCEPTABLE
- awareness of purpose and audience
- adequate sense of voice / discernible personal engagement with subject
- straightforward and clear ideas
- adequate choice of words
- evidence of developed sentences and paragraphs
- some mechanical flaws but not sufficient to interfere with overall meaning/message/argument

MARGINAL
- diminished/some awareness of purpose and audience
- uneven, inconsistent voice / little personal engagement with subject
- limited and/or vague ideas not organized or supported; repetitive
- inadequate choice of words
- some evidence of sentences and paragraphs
- mechanical errors are frequently distracting and/or interfere with overall meaning/message/argument

WEAK
- little or no awareness of purpose and audience
- little or no evidence of voice / lacks personal engagement with subject
- limited and imprecise ideas
- poor choice of words
- little or no evidence of sentences and paragraphs
- mechanical errors are jarring and seriously interfere with overall meaning/message/argument

Performance Levels - Middle Level Mathematics Assessment (Grade 8)

For this assessment, student achievement is classified into one of five performance levels. Below are **some** characteristics and practices of students achieving the different levels. Not every characteristic need be present to identify a student at a given performance level.

	Number Concepts & Operations	Patterns & Relations	Measurement & Geometry	Data Management & Probability
Superior	• selects the most appropriate representation of a number for a given situation • uses proportional reasoning with ease • comfortably deals with numeric and algebraic quantities • solves even complex novel problems correctly and often using unique approaches • communicates mathematical thinking clearly and fully	• draws correct and complete conclusions when interpreting graphs and tables • comfortably moves between different representations of a relationship • infers relationships from partial data • comfortably uses algebraic techniques to solve problems • recognizes the relationship between various algebraic situations	• efficiently combines and creates measurement formulae to find volumes and areas • applies the Pythagorean theorem even in situations where its use is not obvious • is comfortable visualizing and predicting the effects of transformations in 3 dimensions • easily links spatial and numerical/algebraic relationships	• makes good choices in representing data • draws correct and complete conclusions when interpreting data displays • clearly distinguishes between the effects of variability and central tendency measures • recognizes the uses and misuses of probability and data interpretations in society • comfortably extrapolates and interpolates data • efficiently calculates probability measures even in complex situations
Competent	• recognizes the alternative representations of numbers • uses proportional reasoning in a variety of situations • correctly operates with numeric and algebraic expressions • solves many novel problems correctly • communicates mathematical thinking reasonably clearly	• draws appropriate conclusions from tables and graphs • uses one representation of a relationship to generate another representation • sometimes infers relationships from partial data • uses algebraic techniques to solve a variety of problems • manipulates most algebraic quantities	• is comfortable using a wide variety of measurement formulae • correctly applies the Pythagorean theorem to solve problems • visualizes and predicts the effects of some transformations in 3 dimensions • sometimes links spatial and numerical/algebraic relationships	• recognizes alternatives in representing data • draws appropriate conclusions when interpreting data displays • correctly links descriptions of variability and central tendency to a set of data • recognizes some of the uses and misuses of drawing conclusions from partial data or probabilities • usually extrapolates and interpolates data correctly • correctly calculates a variety of probability measures
Acceptable	• recognizes alternative representations for some numbers • uses proportional reasoning in simple situations • correctly operates with many numeric and some algebraic expressions • solves some novel problems • communicates mathematical thinking, but not always clearly or completely	• draws some appropriate conclusions from tables and graphs • draws a graph from a table or vice versa • infers relationships from data representing basic patterns • uses algebraic techniques to solve some problems • performs algorithmic work with algebraic quantities	• applies measurement formulae correctly in many situations • knows when to apply the Pythagorean theorem and uses it in simple situations • visualizes simple shapes and predicts the effects of simple transformations in 3 dimensions • occasionally links spatial and numerical/algebraic relationships	• creates simple data displays of various sorts • draws some correct conclusions from data displays • calculates measures of central tendency and variability correctly • recognizes situations where media draw conclusions from data • sometimes extrapolates and interpolates data • correctly calculates simple probability measures
Marginal	• uses the suggested representation for a number • has difficulty using proportional reasoning • correctly operates with some numeric expressions • has difficulty dealing with novel problems • rarely can explain mathematical thinking	• describes graphs and tables, but does not often draw appropriate conclusions • sometimes draws a graph from a table or vice versa • continues a pattern, but struggles to describe it algebraically • avoids algebraic techniques to solve problems • only operates with very simple algebraic quantities	• applies measurement formulae correctly in simple situations • knows the meaning of the Pythagorean theorem but does not apply it consistently • visualizes a few very simple shapes and predicts the effects of only the most simple transformations in 3 dimensions • rarely links spatial and numerical/algebraic relationships	• creates some simple data displays with few errors • describes data displays, but has difficulty drawing conclusions • calculates measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • sometimes correctly calculates simple probability measures
Weak	• generally uses the suggested representation for a number • rarely uses proportional reasoning • makes many computational errors dealing with numbers and algebraic expressions • rarely knows how to proceed in solving novel problems • generally does not attempt to explain mathematical thinking	• describes only simple graphs and tables • has difficulty drawing a graph from a table or vice versa • struggles to continue patterns • avoids algebraic techniques to solve problems • is uncomfortable using algebraic quantities	• sometimes mixes up measurement situations and applies incorrect formulae • does not recognize the uses of the Pythagorean theorem • has difficulty visualizing or predicting the effects of transformations in 3 dimensions • does not link spatial and numerical/ algebraic relationships	• creates some simple data displays, but often with errors • describes only simple data displays • calculates some measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • has difficulty calculating even simple probability measures

Provincial Assessments at Grades 3 and 5

READING

The Assessments at Grades 3 and 5 include both **continuous** and **non-continuous texts**, with a major emphasis on continuous texts. Continuous texts are typically composed of sentences that are, in turn, arranged in paragraphs. These may fit into even larger structures such as sections, chapters, and books. Non-continuous texts are based on simple lists or combinations of lists; these tend to be procedural texts.

The reading test items, both multiple choice and constructed response, measure the following five aspects associated with the full understanding of a text:

Aspect of Reading	Percentage of Assessment
Retrieving information	20-35
Broad understanding	20-30
Developing an interpretation	20-30
Reflecting on content and form	15-30
	100

Retrieving Information – In the course of daily life, readers often need to retrieve a particular piece of information. To do so, readers must scan and search the text, and locate and select relevant information. Students must match information given in the question with either literal or synonymous information in the text, and use this to arrive at the new information requested.

Forming a Broad Understanding – To form a broad general understanding of the text, a reader must consider it as a whole or in a broad perspective. Students may demonstrate initial understanding through identifying the main topic or message, or through identifying the general purpose or use of the text.

Developing an Interpretation – Developing an interpretation requires readers to extend their initial impressions so that they reach a more specific or complete understanding of what they have read. Examples of tasks that might be used to assess this aspect include comparing and contrasting information, drawing inferences, identifying and listing supporting evidence.

Reflecting on Content – Reflecting on content requires readers to connect information found in a text to knowledge from other sources. Readers must also assess the claims made in the text against their own knowledge of the world. Assessment tasks could include providing evidence or arguments from outside the text or evaluating the sufficiency of the evidence or information provided in the text.

Reflecting on Form – Tasks in this category require readers to stand apart from the text and evaluate its quality and effectiveness. The student may be called upon to identify or comment on the author's use of form.

WRITING

The writing component of the Provincial Assessments at Grade 3 and Grade 5 consisted of a single writing task that required students to respond to one of two topics. Two sessions were given for students to complete this writing task.

Writing Criteria

Superior ** This rating is reserved for exceptional and outstanding writing.

Focus sustained
Coherent, well-developed structure
Sentence structure varied
Details effective and appropriate
Interesting beginning and ending
Individual style/voice
Surprising, appropriate vocabulary
Competent spelling, mechanics and usage for this grade level

Competent

Focus clear
Structure apparent; a sense of sequence
Supporting detail appropriate
A sense of closure achieved
Individual style / emerging voice
Vocabulary chosen to create images and add clarity
Sentence structure varied
Spelling, mechanics and usage generally good for this grade level

Acceptable

Focus generally evident
Structure generally apparent; some supporting detail, not always appropriate
Closure is attempted
Some sense of voice
Vocabulary basic with some effective choices
Some variety in sentence structure
Spelling, mechanics and usage good to fair; meaning unaffected

Marginal

Focus may be lost at times
Supporting detail absent or unconnected
Ending often abrupt
Connecting words are the obvious ones (but, when)
Sentence structure repetitive
Vocabulary basic
Spelling, mechanics and usage inconsistent; errors affect clarity

MATHEMATICS

The mathematics component of the Assessments at Grades 3 and 5 examines skills developed in Number Concepts / Number and Relationship Operations, Patterns and Relations, Shape and Space, and Data Management and Probability. Multiple choice, short answer, and open response questions are included as well as a short, timed section involving mental computation. The use of manipulatives is encouraged. The use of calculators is not permitted for any part of the assessment.

The table below shows the framework of the mathematics component:

Strand	Percentage of Assessment
Number Concepts / Number and Relationship Operations (Number)	20%
Number Concepts / Number and Relationship Operations (Operations)	30%
Patterns and Relations	10%
Shape and Space (Measurement)	15%
Shape and Space (Geometry)	10%
Data Management & Probability (Data Management)	10%
Data Management & Probability (Probability)	5%
	100%

SCIENCE

The science component for the Provincial Assessment at Grade 5 assesses the understanding of the concepts and processes articulated in the science curriculum. The table below provides the framework for the science component:

Strand	Percentage of Assessment
Physical Sciences	25%
Life Sciences	25%
Earth Science	25%
Environment	25%
	100%

New Brunswick French Second Language Proficiency Assessment

The Levels of Proficiency

UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.
BASIC	Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.
***INTERMEDIATE**	Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker.
****INTERMEDIATE PLUS**	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.
*****ADVANCED**	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

*	Goal for Core Program
**	Goal for Late Immersion
***	Goal for Early Immersion